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ABSTRACT

These six issues of the National Extension Leadership Development (NELD) newsletter include feature articles, book reviews, profiles of regional and local NELD programs and activities, information on conferences and seminars, and names and addresses of various persons involved in the NELD project (including advisers, interns, and participants in various NELD activities). The following feature articles are included: "Next Age Leadership: The NELD Philosophy" (Jerry Apps); "Next Age Leadership Transformation" (Jerry Apps); "Evaluation of NELD: an Emerging Next Age Approach" (Boyd Rosing); "Teaching and Learning in the NELD Program" (Judy Adrian); "Valuing the Physically Challenged" (Dale R. Mutch); "Fort Berthold Reservation and Missouri River Village Sites, North Dakota" (Peter Bloome). Some issues also include bibliographies, suggested readings, and/or profiles of individuals involved in the NELD project. (MN)

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NELD Update
Volumes 1-2
Fall 1991-Fall 1993

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NATIONAL EXTENSION LEADERSHIP DEVELOPMENT PROGRAM

NELD UPDATE

Vol. 1, No. 1 UWEX UNIVERSITY OF WISCONSIN-EXTENSION Fall 1991

Next Age Leadership: The NELD Philosophy

by Jerry Apps, NELD National Coordinator

Calendar

Intern Seminars:
— Group 1 —
Olive Branch, MS Seminar
Oct. 24–30, 1991

Teleconference: Joan Fanelli on Political Awareness
Tues., Jan. 7, 1992
10:00 A.M. CST *and*
Tues., Jan.14,
10:00 A.M. CST

Tuskegee, Alabama Seminar
April 26–May 2, 1992

Brussels, Belgium Seminar
Oct. 5–15, 1992

— Group 2 —
Application deadline
Mon., Sept. 16, 1991

Orientation in Madison, WI
Dec. 6–12, 1991

Olive Branch, MS Seminar
March 6-12, 1992

NELD National Advisory Committee Meeting in Olive Branch, MS
Thurs., Oct. 24, 1991
8:00 A.M.–Sun., Oct. 27, 11:30 A.M.

NELD Advisors Meeting in Olive Branch, MS
Oct. 26, 1991, 8:00 A.M.— Oct. 27, noon

Several writers, Capra and Handy specifically, point out that it is not enough to say that we must all learn how to live with constant change, but that the nature of change itself is changing. Handy says it succinctly when he writes, "Change is not what it used to be (p. 6)."

There was a time when many changes could be predicted. We could examine the past and make predictions about what to expect in the future, and plan accordingly. We could work in a systematic, rational, and often linear way. But no more, Handy and others argue.

Many of the changes we are experiencing now were not predicted. The political changes in Eastern Europe are excellent examples. For forty years there was little change. Then, in a matter of months, there was great change.

Not only are we seeing profound political changes in the world; equally profound economic, technological, and organizational changes are occurring. Next year the European Economic Community begins operations, an unheard of alliance of diverse cultures and interests.

Corporations are reorganizing, restructuring, and re-thinking who they are and how they want to operate. An executive at AT&T said it well when he noted, "We are moving away from the idea of span of control to span of support. We are redefining what administrative leadership means in our organization." What he was saying is that the old idea of the leadership pyramid is turning upside down. Leaders are not controlling those they supervise, but concentrating on supporting them.

Technology such as computer chips and transistors have profoundly changed how we communicate and compute, how we create and store information, where we work and how we work, and to an even greater extent, how we think.

A New Concept of Leadership

With the many changes that are occurring in our society and around the world, a new approach to leadership is necessary at every level, particularly in our organizations, institutions, and agencies.

I call this new leadership, *Next Age Leadership*. Next age leadership builds on the leadership skills and theories that have developed over the years, but it is different as well. The idea of next age leadership forms the conceptual foundation for the National Extension Leadership Development Program. This approach to leadership draws on the work of Senge, Kouzes and Posner, Gardner, Tichy and Devanna, Block, Kotter, Capra, Schon, Heider, Belenky, Apps, and Handy (bibliography at end of article).

Some characteristics of next age leadership include:

- Leadership is a process, not an end point. That is, there is no such thing anymore, if it were ever true, that a particular leadership approach is

please turn to ***Next Age****, page 2*

"Change is not what it used to be."

In Upcoming NELD UPDATES...

- Tuskegee Seminar Overview
- NELD Evaluation Report

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Next Age, continued from page 1

the one to follow. Leadership as process means that how we lead is constantly changing, as other elements in society constantly change.

- Leadership is based on a core set of beliefs and values that the individual leader has examined, and continues to examine. Each leader has a working philosophy of leadership that includes an understanding of beliefs and values about: (1) leaders, (2) people, (3) direction for leadership, (4) approach to leadership, and (5) purpose, content, and process of education. Leaders, as they lead, share their beliefs and values openly with others to help build a foundation for honest and open communication.

- There is a strong spiritual dimension to leadership. That is, leadership is a way for leaders to assist people in discovering a creative potential, often crying to be released, that is buried deep within everyone. This creative spirit, when released, is the stuff of creative problem solving, and the development of new perspectives and approaches to life itself.

- Leadership is a shared phenomenon. At one time or another, everyone is a leader and everyone is a follower. Those of us in administrative leadership positions are challenged to encourage and support leadership that is all around us. Some will recall the book by Carl Rogers titled, *Freedom to Learn*. We, as administrative leaders, must be willing to allow those with whom we work the freedom to lead.

- All leadership activity is guided by an ethical perspective.

- Collaboration rather than competition is the cornerstone of leadership activity.

- Quality in every respect, in every activity, at every level is stressed.

- Next age leadership is a transformation process. Leaders who reflect on and examine old strategies of leadership pass through a transformation process as they move to become next age leaders. Likewise, people at every level, who participate in next age leadership become transformed in the process. They see their lives differently, they view their organization differently, and they develop the self-confidence to evoke change in themselves and in their organizations.

Next age leadership assumes that organizations, like individuals, are constantly learning and changing. See Senge for an in depth discussion of this idea. No longer can we assume any constancy in organizations, with leaders prepared to fit into static situations.

Some characteristics of next age leaders are:

- Next age leaders create and communicate a vision, and at the same time understand and meet short term goals.

- Next age leaders build bridges among people and among ideas. They consciously bring together people of diverse backgrounds and experiences, many of whom often have diverse ideas. As diverse ideas come into conflict, as they generally do, next age leaders avoid "win-lose" situations, but rather attempt to transcend conflict and encourage the emergence of new ideas that are often different from and better than the ideas originally presented.

- Next age leaders are challengers. They constantly challenge ideas, structures, assumptions and beliefs. They are not willing to accept "givens" without examination and analysis.

- With the nature of change changing, next age leaders embrace ambiguity, applaud serendipity, and encourage artistry. They tolerate, and at times encourage discomfort. They appreciate humor, and above all, they take risks.

- The next age leader is a teacher. People will insist on knowing what is happening, why it is happening, and how they are involved.

- Next age leaders are able to stand back from the hustle and bustle of everyday activity and reflect on what they are doing. They know the power of solitude and seek it out; many keep daily journals which allows them to reflect and search for meaning in what they do.

- Next age leaders are whole people; they are active members of families and communities. They, like the early Greeks, balance an interest in work with interest in physical activity, as well as participation in the arts. They find time for outside activities that refresh them and constantly give them new perspectives in their lives.

Society is changing, people are changing, and organizations are changing. Next age leaders are a part of that process. ✣

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The Age of Unreason

Handy, Charles. *The Age of Unreason.* Boston: Harvard Business School Press, 1989.

Why did Harvard Business School Press choose to publish *The Age of Unreason,* another book exploring increasingly rapid change affecting the routines of our lives, the functioning of our political and economic systems and the accelerating impact of technologies on our world? I think a prime reason lies in Handy's premise that the profile of the change we face has transformed. In the past, Handy explains, change was presumed to be incremental. It was synonymous with progress. Ideally, it was predictable—the new being built from the best of the past.

"In the Age of Unreason, leaders need to 'think the unlikely'—to use upside-down thinking that invites one to ponder the unreasonable, if not the absurd."

Using examples like the "deconstruction" of the Berlin Wall, Handy states: change has become discontinuous—no longer reasonable. We are now entering an Age of Unreason, when the future, in so many areas, is there to be shaped, by us and for us—in a time when the only prediction that will hold true is that no predictions will hold true.

In the Age of Unreason, leaders need to "think the unlikely"—to use upside-down thinking that invites one to ponder the unreasonable, if not the absurd. "If Copernicus could stand the solar system on its head and still be right, nothing should be dismissed out of hand in a time of discontinuity."

An example of upside-down thinking Handy uses is the "shamrock organization." Educational institutions would do well to reflect on his descriptions of this hypothetical business structure of the future. He envisions new organizations built around an extremely small core of dedicated long-term individuals who hire consultants to operate most of the day-to-day activities and to rectify sticky problems. The core of permanent employees provides the vision, the ideas, the planning and the continuity for the organization. Such an organization would have the capacity to rapidly change, to adapt, to create and to experiment with new ideas and new approaches—luxuries currently blocked in higher educational institutions by the present, plodding hierarchical structure.

Handy challenges us to welcome, open-eyed and thoughtfully, a new age—the Age of Unreason. ✣

—Judy Adrian

The Fifth Discipline

Senge, Peter M. *The Fifth Discipline.* New York: Doubleday, 1990.

Peter Senge is Director of Systems Thinking and Organizational Learning Program at MIT's Sloan School of Management. In his book, he draws on science, psychology, management theory and practice, "spiritual wisdom," and considerable experience from working with managers across the country.

Senge makes the point that all organizations must become learning organizations. He says that five disciplines "are gradually converging to innovate learning organizations." These five disciplines are:

(1) Personal mastery—"Personal mastery is the discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively;"

(2) Mental models—"deeply ingrained assumptions, generalizations, or even pictures of images that

please turn to ***Senge Review****, page 4*

"Small changes can produce big results—but the areas of highest leverage are often the least obvious."

Senge Review, *continued from page 3*

"...not only must leaders at every level, and everyone else in the organization be lifelong learners, but the organization itself must take on learning as one of its major tasks."

influence how we understand the world and how we take action;"

(3) Building shared vision—"the skills of unearthing shared 'pictures of the future' that foster genuine commitment and enrollment rather than compliance;"

(4) Team learning—the group becoming more than the sum of its parts, confronting the paradox that a team of managers with individual IQs above 120 too often have a collective IQ of 63;

(5) Systems thinking—"the discipline that integrates the disciplines, fusing them into a coherent body of theory and practice." A way to bring together personal mastery, mental models, shared vision, and team learning.

In a highly readable, yet challenging and practical way, Senge describes the "laws of the fifth discipline." They include:

"Today's problems come from yesterday's 'solutions.'"

"The harder you push, the harder the system pushes back."

"Behavior grows better before it grows worse."

"The easy way out usually leads back in."

"The cure can be worse than the disease."

"Faster is slower."

"Cause and effect are not closely related in time and space."

"Small changes can produce big results—but the areas of highest leverage are often the least obvious."

"You can have your cake and eat it too—but not at once."

"Dividing an elephant in half does not produce two small elephants."

"There is no blame."

There is much to be said about each of these "laws." Much, if not all, of what Senge writes in *The Fifth Discipline* has application to Extension, particular to Extension leaders.

He writes, "In essence the leaders' task is designing the learning processes whereby people throughout the organization can deal productively with the critical issues they face, and develop their mastery in the learning disciplines." The next age leader is a teacher, in the broadest sense of how the word teacher is used. Teaching roles include mentoring, coaching, supporting, encouraging, challenging, showing, describing, but a minimum of lecturing, information giving and directing.

Senge also makes the strong point that not only must leaders at every level, and everyone else in the organization be lifelong learners, but the organization itself must take on learning as one of its major tasks.

Here is a book for educators and educational leaders, written by someone who brings deep insight to organizational and leadership challenges. ❖

—Jerry Apps

Copies of *The Age of Unreason* and *The Fifth Discipline* have been given to each NELD intern in Class 1 and will be distributed to interns in Classes 2 and 3.

NELD UPDATE

Editor: Judith Adrian
Natl. Extension Leadership Development Program
537 Extension Building
432 North Lake Street
Madison, WI 53706-1498
Telephone: 608.262.8402/8403
Fax: 608.262.8404

Purposes of the National Extension Leadership Development Program (NELD) are:

- To provide leaders and administrators with the vision, courage, and tools to deal with the rapidly changing social, political, economic and environmental climate.
- To enhance the pool of executive leaders available to the Cooperative Extension System.
- To inspire greater support, collaboration, and priority for the Extension function among top administrative leaders of the total Land Grant University System.
- To help current and future leaders examine Cooperative Extension's organizational, discipline, and programming structures so that future programs, resources, and methods are designed to meet new and emerging needs.

The National Extension Leadership Development Program is jointly sponsored through the W.K. Kellogg Foundation and the National Cooperative Extension System.

University of Wisconsin-Extension provides equal opportunities in employment and programming, including Title IX requirements. Reasonable accommodations will be made to ensure equal access to educational programs for persons with disabilities.

Directors & Administrators Workshops

The planning committee for developing director/administrator and associate director/administrator workshops met on August 15, 1991. The committee members include:

William Pietsch, Director, North Dakota State Extension Service; **Lucinda Noble** (Co-chair), Director, Cornell Cooperative Extension, New York; **Nancy Cole-Huber**, Assistant Director, Community Leadership and Resource Development, University of Arizona; **Curtis Gear**, Community Development Specialist, University of Wisconsin-Madison, and **Barbara Warren** (Co-chair), Acting Program Leader for Home Economics, University of Minnesota.

The first of these workshops is tentatively set for late summer or early fall, 1992. ✣

National Conferences

The strategy planning committee for national conferences to rediscover "The land-grant mandate to meet public and private sector needs" met in Chicago August 11 and 12, 1991. **Wayne Schutjer** from The Pennsylvania State University is chairing this effort. The tentative plans are to involve presidents, regents and trustees of land-grant universities, plus top CEOs, national social service leaders, trade association representatives and governmental leaders in the planning for these conferences.

The strategy planning committee members include: **Mitchell Geasler**, Associate Administrator, ES/USDA; **Patrick Boyle**, Chancellor, University of Wisconsin–Extension; **Bernard Jones**, Director, Nevada Cooperative Extension; **Charles Krueger**, Associate Director, Agriculture Experiment Station and Chair, ESCOP (Experiment Station Committee on Organization and Policy); **Lamartine Hood**, Dean, College of Agriculture, The Pennsylvania State University, and Chair, CAHA (Council of Administrative Heads of Agriculture); **James Christenson**, Director of Extension, University of Arizona; **Alfred Wade**, Assistant Administrator, CES (Cooperative Extension Service), Prairie View A&M; **J. Don Trotter**, Program Manager, Executive Education, AT&T; **Allyn Smith**, Director, Agriculture/Natural Resources Program, University of California–Riverside; **Wayne Schutjer** (Chair), Associate Director, CES, The Pennsylvania State University; **Mary Pankowski**, Associate Vice President for Academic Affairs, Florida State University; **Dan Moore**, Vice President, Program Development, W. K. Kellogg Foundation, and **Jerry Apps**, NELD National Coordinator, University of Wisconsin–Madison/Extension. ✣

Regional Programming

The Cooperative Extension System is divided into five regions. They include four regions of the country plus the 1890 institutions located in Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas and Virginia. The coordinator for regional programming from each region is a member of the NELD National Advisory Committee. They have begun working out plans for developing programs for "emerging extension leaders."

For example, **Gail Skinner** (North Central Region) has been working with a regional planning committee to develop a leadership program in that region. She states, "The North Central Emerging Leadership Program involves participants in a series of three-day seminars over an 18-month period, plus readings and participation in related activities in their home institutions between seminars." The seminars, to be rotated to different sites throughout the North Central Region, will follow a format to maximize interaction, including case studies, workshops, other group exercises, and opportunities to interact with key Extension administrators and leadership experts."

Also, **Alfred Wade**, Assistant Administrator at Prairie View A & M, and **James Johnson**, Director, Virginia, are working together to coordinate their regional planning efforts for emerging leadership development in the 1890 and Southern Regions. ✣

Intern Seminars

The first of four seminars for NELD Class 1 was held June 10–15, 1991, in Madison, Wisconsin. This orientation seminar focused on enhancing and clarifying a personal leadership philosophy. There were presentations and discussions on trust building, leadership assessments, personal wellness, visioning, stress reduction, fund raising and futuring. **George Paris** of Tuskegee University helped the group begin thinking about their third seminar—to be held late April, 1992, in rural Alabama—which will focus on diversity. **Dan Moore** of the W. K. Kellogg Foundation spoke to the group about Kellogg's future directions in the area of leadership development and

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Advisors & Interns

Each NELD intern is working with a primary advisor as part of his or her commitment to the NELD program.

Advisors help interns develop and implement their learning plans, assist interns as they organize and develop their Leadership Innovation Projects, and serve as role models for the interns. The advisors and their interns for NELD Class 1 are:

Advisors

Judith I. Bailey
Assistant Vice President and Director
Cooperative Extension
University of Maine

Shirley L. Baugher
Deputy Administrator
Extension Service–USDA
Washington, DC

Patrick J. Borich
Dean and Director
Minnesota Extension Service
University of Minnesota

Patrick G. Boyle
Chancellor
University of Wisconsin–Extension
Madison, Wisconsin

Kenneth R. Commings
Director, Ag. Research & Tech. Serv.
Church and Dwight Company, Inc.
Princeton, New Jersey

Daniel D. Godfrey
Associate Dean and Administrator
Cooperative Extension
North Carolina A&T State University

Joseph F. Kauffman
Professor Emeritus
Educational Administration
University of Wisconsin–Madison

Lucinda A. Noble
Director
Cornell University Cooperative Extension
Ithaca, New York

William H. Pietsch
Director
NDSU Extension Service
North Dakota State University

John W. Robinson
Manager, External Relations and Public Policy
Motorola, Inc.
Schaumburg, Illinois

Interns

Everette M. Prosise
District Extension Director
NC Ag.. Extension Service
North Carolina State University

Marilyn B. Corbin
Assistant Director
Extension Home Economics
Kansas State University

Christine T. Stephens
Acting Assistant Director
Agriculture and Marketing
Michigan State University

Ronald E. Jarrett
Extension Specialist, Crop Science
North Carolina Coop. Extension Serv.
North Carolina State University

J.C. Shaver
Regional Director
University Extension
University of Missouri

Theodore R. Alter
Regional Director, Southeast Region
Pennsylvania State Cooperative Extension
The Pennsylvania State University

Steven B. Laursen
Prog. Leader for Natural Resources
Minnesota Extension Service
University of Minnesota

Beth M. Wheeler
Third District State Representative
Missouri House of Representatives
Jefferson City, Missouri

Thomas G. Johnson
Associate Professor and Extension Specialist
Department of Agricultural Economics
Virginia Polytechnic Institute and State Univ.

Janet Usinger-Lesquereux
Assistant Director
Nevada Cooperative Extension
University of Nevada–Reno

NELD Staff:

Jerold Apps
National Coordinator

Judith Adrian
Program Assistant

Gretchen Bradt
Technical Support

Craig Harris
Budget Consultant

Tim Neuman
NELD Evaluator and Program Assistant

Boyd Rossing
NELD Evaluator

***Intern Seminars**, continued from page 5*

Myron Johnsrud, Administrator, ES-USDA, spoke about future leadership needs in Extension.

The second week-long seminar for NELD Class 1 will be held October 25–30, 1991, in Olive Branch, Mississippi. The seminar themes are organizational renewal and diversity. Guest speakers include **Chere Brown** of the National Coalition Building Institute who will lead a full-day program on prejudice reduction, to be held in the Memphis-based National Civil Rights Museum. Two additional days will be spent working with **Robert Putnam,** consultant, on organizational learning and renewal. **Richard Fowler**, Director of the University of Delaware Cooperative Extension Service and chair of the Extension Committee on Organization and Policy (ECOP) will speak to the three overlapping groups that will be present at various times during this seminar: the NELD National Advisory Committee, the NELD advisors and the NELD interns. ✣

NATIONAL EXTENSION LEADERSHIP DEVELOPMENT PROGRAM

NELD UPDATE

Vol. 1, No. 2 UWEX UNIVERSITY OF WISCONSIN-EXTENSION Winter 1992

Next Age Leadership Transformation

by Jerry Apps, NELD National Coordinator

Becoming a Next Age Leader is more than developing a new set of skills and attempting to apply them. Next Age Leadership is based on fundamental shifts in beliefs and values about leaders, about the process of leading, about people, and about the outcomes for leadership that fit rapidly changing organizations in a rapidly changing world. Embedded in the process of becoming a "next age" leader is transformation.

The transformation process integral to the NELD Program includes the following phases:

Awareness-Analysis

Let's say you are an extension administrative leader, and have been for several years. Increasingly you have become aware that something is wrong. You haven't been able to put your finger on it, but it is a feeling you have. You don't believe you are acting any differently now than you did a couple years ago. A couple years ago your unit was humming like a well oiled machine. Today, more often than not, it is misfiring. Complaints are piling up on your desk from the people you are supposed to lead as well as from people who participate in your unit's educational programs.

People complain that your unit responds too slowly, and that your planning approach is archaic and time consuming. Your staff complains that you don't give them enough responsibility, and enough opportunity to do what they are capable of doing.

These are the makings of awareness. Transformation can't occur unless you are aware that something needs changing, that something needs transforming. Until the transformation process begins, you may react to the complaints in a variety of ways: blaming someone or something—another administrator, the lack of budget, the economy, or the political party in power. Or you may dismiss the complaints as ill-informed, and you work hard to satisfy each complaint without examining root causes.

The analysis part of transformation includes examining carefully your situation and the context in which you operate. An important dimension of Next Age Leadership is context. Each extension administrator works in a context, and the leadership approach, in some measure, must be a reflection of this context.

In doing the analysis, examine the complaints you've received. Are there themes? Also examine what seems to be going well. Interview some staff members for additional information. Then ask yourself some fundamental

please turn to ***Next Age****, page 2*

Transformation can't occur unless you are aware that something needs changing...

Calendar

Directors/ Administrators Workshops

Stowe, VT
June 1, 1992, 7:30 P.M.–June 5, noon.

Olive Branch, MS
Nov. 2, 1992, 7:30 P.M.–Nov. 6, noon.

NELD Satellite Conference
September, 1992

Intern Seminars

Class II:
Olive Branch, MS
March 5, 7 P.M. to March 12, noon

Classes I and II:
Tuskegee, AL
April 26–May 2, 1992

Brussels, Belgium
Oct. 5–15, 1992

Class III:
Madison, WI
Dec. 3–10, 1992

NELD National Advisory Committee Meeting Tuskegee, AL
May 1–3, 1992

NELD Advisors Meeting, Olive Branch, MS
March 4–6

Class III application deadline:
August 3, 1992

In Upcoming NELD UPDATES...

- International Seminar Overview
- Details on the NELD Satellite Conference

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questions: What are my beliefs about leaders and leadership? What am I trying to accomplish with my leadership approach? What do I believe about the nature of human nature? What do I believe is the purpose for the educational programs provided?

Alternatives

Once we are clearly aware that something is wrong, that we can't blame someone or something for it, that some quick fix won't correct it, and that it seems not to go away when we ignore it, we are ready to move to the alternatives phase of the process.

During this phase we read widely. We talk with our colleagues who seem to have developed leadership approaches that work well in the thickets of change.

As we read and talk with colleagues and others, and as we reflect on the various leadership alternatives presented, we may very well find ourselves once more back at the awareness-analysis phase of the process. Using the readings and discussions as mirrors, we likely develop yet another awareness of who we are as leaders, and as persons.

Decision-Transition

During this phase of transformation, we begin to make decisions about how we want to change. After examination of our beliefs about leaders, about leadership approaches, about the nature of human nature, and about the nature of education, we compare our conclusions with the beliefs and values that are embedded in the alternatives we have examined.

Which of our beliefs and values about leaders, and leadership, upon examination, are appropriate for Next Age Leadership? And which are not? What new beliefs do we want to consider adding?

For example, we may have believed that unless information and knowledge are scientifically derived, they are not worthy for much consideration. Now we've discovered that Next Age Leaders use an assortment of information and knowledge: scientific research, intuitive ideas, indigenous knowledge (what people know), knowledge gained from experience, and so on. We are faced with modifying our beliefs about information and knowledge.

As we examine our beliefs about people, we may discover that we, fundamentally, have considerable faith in people and what they are able to do if given an opportunity.

As we make these decisions, some of them rather obvious and clearly known to us, others more subtle and less well defined, we begin experiencing transition. Transition then becomes the heart of the transformation process. We celebrate the beliefs, values and ideas that continue to fit our emerging approach to Next Age Leadership.

And we, at the same time, grieve the loss of old ideas, beliefs and values that we are leaving behind. The grieving process is a very real one, not dissimilar from what we experience when a loved one dies. We experience the same stages of grieving.

As we work through the transition phase, we may be thrown back to searching for new alternatives, and even a new awareness that may require further analysis and pondering. Thus the transformation process is clearly not a linear one, but allows for a constant moving back and forth among the various phases.

Leaders who have worked through the transition phase often talk about it as a peak experience, or even a kind of rebirth in their lives. Some refer to it as a spiritual experience. The decision-transition phase is a major turning point for people who experience it.

With transition comes a reaffirmation of some old beliefs, values, and ideas about leadership; an acceptance and integration of new ones, and a discarding of obsolete ones.

Action

Now we are ready to try out our new ideas about Next Age Leadership. As we try something different, we stop and reflect from time-to-time. Is what I am doing consistent with my beliefs about what Next Age Leadership requires? What further changes do I likely need to make? What frustrations are continuing?

With action and reflection, we may be tossed back to the decision-transition phase for further work, or we may develop a new, more sophisticated awareness, and begin working through the entire transformation process again, this time at a deeper, more profound level.

For many leaders, moving from more traditional approaches to leading as Next Age Leaders requires much more than simply identifying and attempting to mimic a set of leadership skills that seem embedded in Next Age Leadership. Next Age Leadership is built on a set of beliefs and values that allow leaders to face an uncertain future without recipes and how-to lists. As Charles Handy, author of *The Age of Unreason*, has written, "Change is not what it used to be." He also wrote, "...we may all need new rules for new ball games and will have to discover them for ourselves."

We are clearly entering a time where a new approach to leadership is necessary. Becoming a Next Age Leader, for many people, may very well require a transformation.✣

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***References** continue on page 6 ▶*

The Tuskegee University Seminar, NELD Interns in Alabama

The Alabama seminar, April 26–May 2, 1992, will provide opportunities for NELD interns from Classes I and II to learn about Tuskegee University and the 1890 Extension organizations, to live in and experience leadership in rural communities and to be immersed in the living history of the Civil Rights Movement. **George Paris**, Specialist and Farm Superintendent, and **Eunice Bonsi**, NELD intern, both of Tuskegee University, are working with county agents to arrange the seminar details.

The thirty-nine interns will spend their first day visiting the Tuskegee campus and the Alabama Department of Agriculture in Montgomery. On day two, they will travel to their host families, where they will stay for three days. During this time there will be opportunities to meet with local political, civic, school, civil rights and grass roots leaders to learn about issues being faced and leadership strategies being used to work toward change.

For example, some interns will meet **Mrs. Witherspoon**, **Lucy Abrams**, and the women of the Freedom Quilting Bee. This women's cooperative began in the 1960s, and was named to honor Martin Luther King's work. It began as an economic venture, but grew into a nucleus for civic action as the women, sitting in their circle and quilting by hand, began discussing problems they faced in their unincorporated community.

Today the members of the Freedom Quilting Bee have a viable business located in a building they cooperatively built with community help. The women have organized a health care system for the county, including a full-time nurse practitioner who provides regular health care and wellness information.

After leaving their host families, the interns will spend the sixth day discussing diversity issues with **Chere Brown** and **Arlene Allen** of the National Coalition Building Institute and **George Paris** of Tuskegee University.

The final morning of this seminar will focus on the upcoming October seminar: the international look at leadership in The Netherlands and Brussels. **Jacques Vonthron**, Agricultural Attache with the European Community Delegation, will provide an update on current issues facing European Community leadership. ✣

Reflective Evaluation—NELD's Approach

One of the many interesting aspects of the NELD program is the emphasis and approach given to evaluation. Early on, a decision was made to incorporate a strong evaluation component that would contribute not only to understanding and critiquing the program, but also to furthering the growth and learning of participants. The approach is an exciting and challenging one that is bringing a fresh perspective to the role of evaluation in Extension programs.

Among the elements of the evaluation that will be highlighted here are ongoing individual reflections and site visits. Soon after interns are accepted in the program, they complete several assessments. One of these is called a Personal and Organizational Assessment. Interns summarize their beliefs about their organization and their own leadership roles and potential for contributing to the organization. At seminars they exchange their views, consider alternatives and further refine their "working philosophies." Every several months, they are asked to provide a reflective update on their organizational leadership and thinking practices.

A sampling of interns in each class is selected for site visits. During the visit, evaluators meet with the interns and with administrators, faculty and others who reflect on the needs and directions of their organization, as well as the ways the interns are linking their leadership development in NELD to the unique circumstances of their home organizations.

Both of these activities serve two important purposes. First, they help interns and others reflect on themselves and their organizations. Second, the activities provide information that shows the overall effects of NELD in developing future leadership. ✣

—Boyd Rossing, NELD Evaluator

Intern Selection: NELD Class III

Application materials for NELD Intern Class III have gone out to all Extension Directors and Administrators. The deadline for applications is August 3, 1992. Thirty-one additional interns will be selected from the applicant pool to participate in the NELD Intern program. ✣

Political Awareness—topic of NELD teleconference

Joan Fanelli, Program Leader, Legislative & Intergovernmental Affairs, ES–USDA, led two teleconferences in January 1992, for the NELD interns and staff.

She emphasized the need for Extension employees to help Congress stay up to date on Extension activities and outcomes, as part of making and fostering strong political connections. ✣

Book Review

Reality isn't what it used to be

Anderson, W.T. Reality isn't what it used to be: Theatrical politics, ready-to-wear-religion, global myths, primitive chic, and other wonders of the postmodern world. (1990). San Francisco: Harper and Row.

Nancy and I grew up together. Our relatives treated us as twins, we were so close in spirit and time. We remain best friends and sisters. In spite of a shared childhood, replete with common experiences and teachings, we have grown to construct our worlds in very different ways—she favors a scientific perspective, I incline toward an artistic attitude. We work at stepping into each other's worlds, trying to understand why we have chosen as we have.

This example, for me, demonstrates the simplicity and the wonder Anderson describes. His story is that of a "mainstream constructivist," defining constructivism:

> *In the old joke about three umpires, his is the middle position, contrasted with an "objectivist" and a "postmodern radical": One umpire says, "There's balls and there's strikes, and I call 'em the way they are." The second says, "There's balls and there's strikes, and I call 'em the way I see 'em." And the third says, "There's balls and there's strikes, and they ain't nothing until I call 'em" (p. 75).*

Anderson portrays postmodern thought as having two keys. First, all explanations of reality—including a postmodern world view—are human designs. They are useful and effective, but not perfect. The second key is our human ability to consciously step out of our personally constructed realities and see them as such.

Why should Nancy and I be concerned with knowing about a postmodern world view? Anderson's answer would be that we can't escape the impacts of this perspective. It is cutting across our daily lives.

In world politics, Anderson sees postmodernism in the emerging European Community. People of varying backgrounds and experiences, with differing notions of reality are finding ways to "...retain some sense of connection to older traditions and at the same time create new arrangements" (p. 27). Theirs is an experiment in consciously linking divergent nationalities, an experiment that will have global implications.

Postmodern science, Anderson feels, is looking for "fit" among pieces of information rather than for "keys" to Truth. It becomes science with a human face.

In art, the Dutch graphic artist M. C. Escher portrays an introspective postmodern perspective. His drawings, like the one of a hand that is drawing a hand, which is drawing a hand, represent, Anderson states, suitable symbols of our time—"iconoclastic icons of the postmodern era" (p. 255). The art shows a conscious awareness of artist creating drawing.

Nancy might challenge, "How does Anderson deal with a word like Truth?" Here the mainstream constructivist and the postmodern radical differ, Anderson would say. The radical sees no objective reality, only interpretation. The mainstream constructivist "...presumes, without knowing how to prove it, that there is an objective cosmos that we can seek to understand, even though all our understanding is always in a sense subjective" (p. 269).

Anderson's mainstream constructivist perspective says, "Testing, experimentation, replication, methodology and all the apparatus of modern science are just as important in the postmodern world as they ever were. Proposed theories are tested for their ability to 'fit' with other theories, with intuitive feelings about reality and to fit with any kinds of data that can be generated by observation and measurement" (p. 77). Postmodern science, Anderson feels, is looking for "fit" among pieces of information rather than for "keys" to Truth. It becomes science with a human face.

The NELD project will give copies of this book to each intern and I will give one to Nancy. Anderson will provide stimulus for many shared afternoon walks.

—Judy Adrian

NELD UPDATE

Editor: Judith Adrian
Natl. Extension Leadership Development Program
537 Extension Building, 432 North Lake St.
Madison, WI 53706-1498
Telephone: 608.262.8402/8403
Fax: 608.262.8404

Purposes of the National Extension Leadership Development Program (NELD) are:

- To provide leaders and administrators with the vision, courage, and tools to deal with the rapidly changing social, political, economic and environmental climate.
- To enhance the pool of executive leaders available to the Cooperative Extension System.
- To inspire greater support, collaboration, and priority for the Extension function among top administrative leaders of the total Land Grant University System.
- To help current and future leaders examine Cooperative Extension's organizational, discipline, and programming structures so that future programs, resources, and methods are designed to meet new and emerging needs.

The National Extension Leadership Development Program is jointly sponsored through the W.K. Kellogg Foundation and the National Cooperative Extension System.

University of Wisconsin-Extension provides equal opportunities in employment and programming, including Title IX requirements. Reasonable accommodations will be made to ensure equal access to educational programs for persons with disabilities.

Comments on NELD from Class I Interns...

(included with permission)

The NELD Program is about challenging the status quo and understanding and appreciating cultural diversity.

"Since becoming a NELD intern, I quickly realized that the NELD Program will have and is having a profound influence on my daily life and professional activities. The NELD Program is about Next Age Leadership, the future of CES, organizational analysis and renewal. The NELD Program is about challenging the status quo and understanding and appreciating cultural diversity. The NELD Program has provided "hands on" and "real world" activities, experiences and opportunities to examine our philosophies of leadership, our leadership process and our qualities as leaders. There has been quick bonding, networking, friendships and coalition building among the interns in the first class. They are indeed among the most competent and caring people I have met. The NELD Program has taught us how to learn and that learning is a continuous process for the individual and the organization. Because of what we are learning, I feel as if we can enhance leadership in the CES, encourage more professional development, anticipate and meet the demands of a culturally diverse clientele, and deliver programs that address fast changing economic, social, environmental and political issues."

—Ronald E. Jarrett, NELD Intern

"NELD = ACHE: Thinking until my head aches; laughing until my sides ache; talking until my jaws ache; listening until my ears ache; sitting until my ____ aches; eating until my stomach aches; reading until my eyes ache; yearning to experience more and hug more because my soul aches."

—Beth Wheeler, NELD Intern

"The NELD experience is providing a powerful stimulus and awakening of our ability to influence and support our organizations. We have access to both private and public leaders and leadership models and the opportunity to rediscover those qualities which make them successful. I feel there will continue to be enlightened leaders to guide our Land grant System and Cooperative Extension System as it moves into the twenty first century. NELD has provided the opportunity for us to be reminded that decision makers must have a broader perspective than one state or one culture can provide. The NELD interns and the NELD staff are a good model of the power that can come from diversity."

—Everette Prosise, NELD Intern

"The NELD experience has taught me to systematically and methodically assess the manner in which I deal with challenging situations. Whereas before NELD, I tended to "react" to things, now I take the time, even if it is only thirty seconds, to think about the underlying meaning driving the situation at hand. As a result of taking time in an attempt to get to the deeper level, I am much more confident when negotiating solutions to complex situations."

—Janet Usinger, NELD Intern

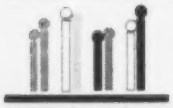
"Tasks were just tasks until I began to make them learning experiences. Transforming management tasks into leadership activities makes for a more meaningful and satisfying experience.

Decision space was empty and frustrating until I developed a learning attitude about life situations and began to rediscover and explore my philosophy about people, organizations and leadership.

A preoccupation with certainty, control, absolutes and self as leader has given way to a comfort with uncertainty, a thirst for knowledge, a balance between feeling and thinking and a curiosity about the role of leadership in individual and organizational learning.

please turn to ***Comments****, page 6*

A fixation with distinctions between personal and professional life has been replaced by a more holistic approach to life.



NELD Advisors & Interns

There are now thirty-nine NELD Interns—representing twenty-three states—who are honing their visions for Cooperative Extension system of the future and gaining the tools to implement those visions.

Interns

The NELD Interns are:

Glenn Applebee, Program Coord., Cornell Univ.; **Theodore Alter**, Regional Dir., Penn State Univ.; **Paige Baker**, Asst. Dir., Special Programs, N. Dakota State Univ.; **Paul Baker**, Assoc. Specialist, Univ. of Arizona; **Sue Baum**, Mayor, Creve Coeur, MO; **Eunice Bonsi**, Asst. Professor, Tuskegee Univ.; **Mary Brintmall-Peterson**, SE Dist. Dir., Univ. of Wisconsin-Milwaukee; **Sue Buck**, Specialist, Oklahoma State Univ.; **James Butler**, Asst. Deputy Chancellor, External Affairs, Texas A & M; **Bonnie Carter**, Division Leader, Louisiana CES;

Marilyn Corbin, Asst. Dir., Kansas State Univ.; **James Cowan**, Product Group Mgr., AT & T, NJ; **Duane Dale**, Specialist, Univ. of Massachusetts; **Thelma Feaster**, Program Coord., N. Carolina Ag. and Tech. State Univ.; **Nancy Hicks**, Dir., Finance & Personnel, Cornell Univ.; **Larry Hudson**, Extension Scientist, Clemson Univ.; **Ronald Jarrett**, Specialist, N. Carolina State Univ.; **Thomas Johnson**, Specialist, Virginia Polytechnic Inst.; **Steven Laursen**, Program Leader, Univ. of Minnesota; **Kathleen Mallon**, Center Dir., Univ. of Rhode Island;

Juan Moreno, Dir., Multicultural & International Progs., Univ. of Minnesota; **Dale Mutch**, District Agent, Michigan State Univ.; **Linda Nierman**, Assoc. Program Dir., Michigan State Univ.; **Everette Prosise**, District Dir., N. Carolina State Univ.; **Faye Richardson**, Asst. Regional Dir., Penn State Univ.; **Linda Roberts**, Systems Engineering, AT & T, NJ; **Sue Sadowske**, Center Dir., Univ. of Wisconsin-Madison; **J. C. Shaver**, Regional Dir., Univ. of Missouri; **Chris Sieverdes**, Dir. Community Development, Clemson Univ.; **Christine Stephens**, Acting Asst. Dir., Michigan State Univ.;

Paul Sunderland, County Chair, Oregon State Univ.; **Gregory Taylor**, Assoc. Dept. Head, Texas A & M; **Janet Usinger-Lesquereux**, Asst. Dir., Univ. of Nevada-Reno; **James Wade**, Specialist, Univ. of Arizona; **Tom Warner**, Dept. Head, Kansas State Univ.; **Beth Wheeler**, 3rd District State Representative, MO; **Barbara White**, Specialist, Montana State Univ.; **Ralph Whitesides**, Asst. Professor, Utah State Univ.; **Rita Wood**, Dept. Head, Rutgers Univ.

Each NELD Intern is working with a NELD Advisor on their Leadership Innovation Projects, their learning plans and other leadership activities.

Advisors

The NELD Advisors are:

Carol Aslanian, Dir., Office of Adult Learning Ser., The College Board, NY; **Ken Bagge**, Reg. Manager for Sales, Wall Street Journal, MA; **Judith Bailey**, Asst. V. Pres. & Dir., CE, Univ. of Maine; **Shirley Baugher**, Deputy Admin., ES-USDA, Washington, D.C.; **Robert Bender**, Assoc. V. Pres. for Academic Affairs, Univ. of Illinois; **Edgar Boone**, Adult & Community College Education, N. Carolina State Univ.; **Patrick Borich**, Dean & Dir., ES, Univ. of Minnesota; **Patrick Boyle**, Chancellor, Univ. of Wisconsin-Extension; **Michael Brazzel**, Org. Development Leader, ES- USDA, Washington, D.C.; **Kenneth Cummings**, Dir., Agricultural Research & Technical Serv., Church & Dwight Co., NJ;

Joseph Corry, Assoc. V. Chancellor, Univ. Outreach, Univ. of Wisconsin- Madison; **Mynoon Doro**, Manager, Transmission, International Market, AT & T, NY; **William Draves**, Exec. Dir., Learning Resources Network, KS; **Daniel Godfrey**, Assoc. Dean & Admin., CE, N. Carolina A & T Univ.; **Doe Hentschel**, Extended & Cont. Education, Univ. of Connecticut; **Joseph Kauffman**, Professor Emeritus, Univ. of Wisconsin-Madison; **Nicki King**, Reg. Dir., DANR, Univ. of California-Davis; **Malcoln Knowles**, Professor Emeritus, N. Carolina Univ.; **Alan Knox**, Professor, Univ. of Wisconsin-Madison; **Kay Kohl**, Exec. Dir., NUCEA, Washington, D.C.;

William Lavery, Preston Professor, Virginia Polytechnic Inst.; **Howard Martin**, Dean, Univ. Outreach, Univ. of Wisconsin-Madison; **Sharan Merriam**, Professor, Univ. of Georgia; **Elwood Miller**, Assoc. Dir., CE, Univ. of Nevada; **Steve Nielsen**, Managing Dir., Leadership Inst., Federal Express, TN; **Lucinda Noble**, CE Dir., Cornell Univ.; **Mary Pankowski**, Assoc. V. Pres. for Academic Affairs, Florida State Univ.; **William Pietsch**, CE Dir., N. Dakota State Univ.; **John Robinson**, Manager, External Relations & Public Policy, Motorola, IL; **Phillis Safman**, Div. of Cont. Education, Univ. of Utah;

Kwame Salter, Oscar Mayer Foods Corp., WI; **Daniel Shannon**, Dean, Div. of Outreach & Cont. Education, Univ. of Wisconsin-Milwaukee; **Robert Simerly**, Dean of Cont. Studies, Univ. of Nebraska-Lincoln; **Edward Simpson**, Jr., Dir., Georgia Center for Cont. Education; **John Snider**, Dean, College of Cont. Studies, Univ. of Alabama; **Henry Spille**, V. Pres. & Dir., Center for Adult Learning & Educational Credentials, Washington, D.C.; **Harvey Stedman**, V. Pres. for Planning, New York Univ.; **Milton Stern**, Dean Emeritus, Univ. of California-Berkeley; **David Stewart**, Program Dir., Center for Adult Learning & Educational Credentials, Washington, D.C.; **James Vortruba**, Asst. Provost, Michigan State Univ. ✣

Extension Directors & Administrators Workshops

Leadership Development Workshop
The workshop will emphasize developing leadership philosophies for programming in controversial areas. Participants will have opportunities to: critically share leadership experiences and expertise, examine new and emerging ideas about leadership, identify future organizational needs and leadership challenges, and work on solutions for a practical Extension-related case study. The experiential program will be led by **Rob Williams**, Chapel Hill, NC, and **Jerry Apps**, Madison, WI. Both have worked in Cooperative Extension and have wide experience in leadership development within higher education. The workshop for Extension directors, administrators and their associates will be offered twice during 1992: June 1 (beginning at 7:30 p.m.) to June 5 (ending at noon) in Stowe, VT, and November 2–6, with the same beginning and ending times, in Olive Branch, MS, near Memphis. Enrollments are limited to 35 persons. For information, call 608-262-8402. ✣

Regional Programming

1890 and Southern Regions
Alfred Wade and **James Johnson**, both Regional Program Coordinators, have formed a committee to begin planning for leadership programs in the combined 1890 and southern regions. Members of the committee are: **Kenneth Bell**, 1890 Administrator, DE; **James Johnson**, Director, VA; **Lorenzo Lyons**, 1890 Administrator, VA; **Martha Nall**, Specialist, KY; **Everette Prosise**, District Director and NELD Intern, NC; **Ronda Starling**, Human Relations Manager, Goldkist, GA; **Alfred Wade**, Asst. Administrator, TX.

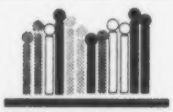
Western Region
James Christenson, Director, AZ; **James DeBree**, Director, WY; **Allyn Smith**, Academic Affairs, CA, and **Ernest Smith**, Director, OR, announced that leadership program proposals may be submitted to **Bernard Jones**, Director in NV, and **Bob Gilliland**, Director in NM. Based on the proposals, one state will be selected as the site of the Western Region Leadership Program for the next three years.

North Central Region
The first North Central Regional Leadership Seminar was held January 1992, in St. Louis. Thirty-nine people attended. The program focused on building an individual philosophy of leadership and was the first of a series of four seminars for emerging leaders.

Gail Skinner, Regional Program Coordinator, is planning the seminars with **Barbara Warren** and NELD Class I interns **Chris Stevens**, **J.C. Shaver**, **Beth Wheeler** and **Marilyn Corbin**.

Long-range Planning Committee

This committee is developing a series of recommendations for the future of the NELD program, after the W. K. Kellogg Foundation funding period is completed in December, 1993. The recommendations will be presented to ECOP (the Extension Committee on Organization and Policy) at their February meeting. Committee members include: **Charles Elk**, TU Electric, TX, (Chair); **William Pietsch**, Director, ND; **Gail Skinner**, Assoc. Director, MN; **Allyn Smith**, Academic Affairs, Univ. of California-Riverside, and **Gilbert Tampkins**, Assoc. Administrator, Langston University, OK. ✣



Intern Seminars

NELD Class I interns have completed two of the series of four seminars. The first focused on developing a personal philosophy of extension leadership, and the second highlighted organizational renewal and diversity.

NELD Class II interns attended their first seminar December 4–10, 1991. Through a transformative educational process, the group members discussed, debated, drew, built, enacted and pondered leadership. These experiences culminated in individual presentations on their current leadership philosophies. Class II will attend their second seminar in March, 1992. Presenters include **Chere Brown** of the National Coalition Building Institute, **George Paris** from Tuskegee University, **Robert Putnam** of Action Design Associates, **Michael Brazzel** from ES-USDA, and **Myron Johnsrud**, Extension Administrator, ES-USDA. In May, 1992, Classes I and II will merge for their third seminar, a week in and around Tuskegee, Alabama. ✣

Land Grant University Presidents Conference

The Presidents Conference committee, chaired by **Wayne Schutjer**, continues to plan this invitational conference, scheduled for February, 1993. It will highlight the future role for outreach in the land grant universities. ✣

Comments, *continued from page 5*

A fixation with distinctions between personal and professional life has been replaced by a more holistic approach to life.

—Steven B. Laursen, NELD Intern

Quotes from NELD Intern journals:

(included with permission)

... can we continue to ethically defend the absence of persons of color from the corridors of power and privilege ...

Reflection on ethnic and cultural diversity within Extension

A critical component of Next Age Leadership, it seems to me, must be the willingness and courage to speak our truth with love. To ask not only the WHY questions but more importantly, the WHY NOTS. In the United States, there are several million Native Americans, hundreds of thousands of migrant seasonal farm workers, tens of thousands of recent immigrants and refugees whose experiences are deeply rooted in the land, whose values are as agrarian as the black soil in which they toil, who are the soul of this earth. WHY are they NOT proportionately represented among the ranks of the national Extension Service? After nearly thirty years since the passage of the Civil Rights Act, can we continue to ethically defend the absence of persons of color from the corridors of power and privilege in either the public or the private sector by standing firmly on the tenuous argument that qualified persons are not available in the general population, and thus wash our hands of OUR responsibility? Whose responsibility is it to interfere in this vicious process? If not ours, whose? If not now, when? If employment in the Extension Service involves working with the farmer and his/her family, does it also include the farm worker and his/her family? If we do research on fertilizers, pesticides and herbicides, do we also research the impact of these chemicals upon the people who are regularly sprayed by these products? These issues, in my opinion, transcend humanitarian values because in the not too distant future, these are the very people who are going to be deciding our collective futures. John Kennedy used to say that the hottest places in hell are reserved for people who, when confronted by ethical and moral dilemmas, consistently choose a position of neutrality. I am personally unwilling to pay that price.

—Juan C. Moreno, NELD Intern
December, 1991

Is academia too long on reflection and too short on action...

Joe: HELP! I'm drowning!
Bill: Let's help that person!
Jane: Someone get a rope!
Tom: He should have known better than to get in the water if he didn't know how to swim!
Sue: His parents should have taught him how to swim!
Joe: HELP! I'm drowning!
Jane: Someone get a rope!
Tom: If parents don't do a better job of parenting we will continue to have over 5000 deaths each year from drowning!
Sue: We must do something to reduce the number of drownings.
Jane: Someone get a rope!
Bill: Forget about the rope—the water is calm.

—Everette M. Prosise, NELD Intern,
October, 1991

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NELD Staff:

Jerold W. Apps
National Coordinator

Judith Adrian
Program Associate

Gretchen Bradt
Technical Support

Craig Harris
Bureaucracy Consultant

Tim Neuman
NELD Evaluator

Boyd Rossing
NELD Evaluator

Margaret Eldredge
Design/Production

printed on recycled paper

NATIONAL EXTENSION LEADERSHIP DEVELOPMENT PROGRAM

NELD UPDATE

Vol. 1, No. 3 UWEX UNIVERSITY OF WISCONSIN-EXTENSION Summer 1992

Evaluation in NELD: an Emerging Next Age Approach

Boyd Rossing, NELD Evaluator

The NELD Program has embarked on a journey into the next age of leadership, organizational change, education and evaluation. At the heart of this journey is the belief that making sense of the world and one's beliefs and practices is becoming an ongoing necessity, a process that must engage the keenest energies of persons at all levels of organizations.

In the words of **Donald Schön**, members of organizations today increasingly confront "indeterminate zones of practice" where available concepts and strategies do not work because they are out of touch with ever-changing and complex circumstances.

Concept and action uncertainty in the face of rapid and discontinuous change, cross-cutting trends and multiple interpretations, create well known dilemmas for Extension staff, who simultaneously face budget cuts, multiple audience expectations, new technology, increasing societal demands and a plethora of well meaning, but often contradictory, advice from experts.

The NELD Program seeks to engage potential and current top organization leaders in exploring the meaning of the age emerging around us and understanding its implications for leadership of Extension organizations. Since no one has a reliable map of the future, we must all become makers and sharers of maps, maps where east may become southwest tomorrow and north next week.

At the core of next age leadership, we are discovering concepts that pervade not only leadership, but education, organizational change, and evaluation. All of these processes must be seen as vehicles for ongoing learning and re-learning.

Jesse Jackson and Jerry Brown talk to NELD Intern Classes I and II at the National Civil Rights Museum in Memphis, Tennessee

With this in mind, the evaluation design that is steadily emerging in NELD is based on engaging stakeholders in processes of inquiry and reflection that yield dynamic new understandings which inform ongoing judgements, decisions and actions, and in a larger sense foster the development and sometimes transformation of those involved. As experience yields new understandings, the design is adjusted and re-adjusted to better achieve these intents.

The NELD evaluation process seeks to direct the attention of key stakeholders (e.g., participants, program staff, organization leaders and others) to several interrelated concerns and to engage them in reflecting on these concerns.

The first concern is the Context of Program Participants: shifting societal conditions and forces, organization beliefs, patterns and changes in

please turn to ***Evaluation****, page 2*

Applications and information for NELD Intern Class III are available by calling 608-262-8403. The application deadline is August 3, 1992.

Calendar

NELD National Advisory Committee Meeting
Madison, Wisconsin
December 9–11, 1992 (arrive evening of the 9th; depart afternoon of the 11th)

Intern Seminars Classes I and II:
The Netherlands & Belgium
October 5–15, 1992

Class III:
Madison, Wisconsin
Dec. 3–10, 1992

Mescalero, New Mexico
May 6–13, 1993

Fort Berthold Indian Reservation, North Dakota
June 23–30, 1993

Mexico City
October 1993 (tentative)

Satellite Conference:
September 24, 1992
11–1 P.M. Central Time

Directors'/ Administrators' Workshop
Olive Branch, Mississippi
November 2–6, 1992

Land Grant University Presidents' Forum
San Diego, California
February 28–March 2, 1993

Evaluation, *continued from page 1*

response to internal and external forces, leadership beliefs and practices within organizations, and personal histories, characteristics and circumstances of participants. Special emphasis is placed on participants' beliefs and practices within their working context.

The second is the NELD Program: the leadership and organizational perspectives it espouses, its approach to learning and development, and expectations and reactions of stakeholders. Special emphasis is placed on the experience and reactions of participants as they take part in the program.

The third is the Outcomes of the NELD-Context Interface: the evolving activities, beliefs and practices of participants and others affected by the program, changes in organizations, contributors to and inhibitors of change/development, and interpretations of the value of development/change.

The approach used in the NELD evaluation is to raise questions that teach and foster reflection...

The general approach used in the NELD evaluation is to raise questions that teach and foster reflection so participants (and other stakeholders) derive the meaning of situations they experience in the program or in their home organization. The purpose of the questions is to stimulate their consideration of what occurred, what was expected, how one felt, what thoughts or ideas make sense of the situation and one's feelings, how these interpretations relate to other experiences and interpretations, and what assumptions and values underlie one's interpretations. Also explored are implications of one's experiences/ideas for one's personal value/belief system, judgements of the situation, implications/plans for future action, and questions for further inquiry.

Questions or leads are used to prompt these reflections. For example:

- In this situation I expected...
- During the experience I felt...
- From this experience I've realized...
- I may need to reconsider...
- Some questions this raises are...
- In future action, I...."

The actual questions vary according to the focus of the inquiry. In some instances NELD participants reflect on experiences of that day, or those in a week long seminar. At other times, they (and others in site visits, etc.) reflect on participant development or organization impacts over several months. In these cases, reflection focuses on individual interpretation.

It is not sufficient, however, for inquiry and reflection to occur only at the individual level. Thus, at a second level, NELD evaluation fosters sharing of individual reflections between participants and others through dialogues that explore the collective meaning of varied interpretations. This occurs in seminar sessions, in planning committees, through site visits, and informally, wherever interested parties can connect.

The goal is to foster relationships among participants and within organizations where important information about individuals' values and beliefs can be shared openly and trustingly. This allows organizational dialogue and learning to occur in a climate that respects and builds on diversity.

The role of the evaluator in this approach shifts from that of independent data collector, interpreter and judge to one who facilitates reflection by those who have a stake in the activity and then acts as co-inquirer and interpreter in a joint and dynamic effort to gain better understanding and direction from multiple points of view.

The design and its execution sometimes fall short of our aspirations. Many challenges remain ahead. Perhaps, however, this effort, along with others, can lead to new conceptualizations of evaluation: Evaluation as growth, by challenging people to reflect, reconsider and take new directions; or evaluation as healing or restoring, by listening to the stories of pain and triumph that people have to share; or evaluation as community, by fostering dialogue across differences, leading to shared meanings and action. ✣

Perhaps...this effort...can lead to new conceptualizations of evaluation.

NELD Staff:

Jerold W. Apps
National Coordinator

Boyd Rossing
NELD Evaluator

Tim Neuman
NELD Evaluator

Melissa Rowlands
Program Assistant

Judith Adrian
Program Associate

Craig Harris
Budget Director

Margaret Eldredge
Design/Production

Overview of NELD International Seminar

NELD interns will spend October 5–15, 1992, in The Netherlands and Belgium exploring international aspects of leadership, particularly as related to the European Community.

During the visit in The Netherlands, the plans are to meet with the curator of the Rijksmuseum, discussing the importance of art in Dutch life and how the arts are being affected by changes across Europe. At Wageningen Agricultural University, the group will meet with four faculty members and administrators to discuss changes coming as a result of the privatization of Extension and the role of the agricultural university in The Netherlands. There will be a dawn visit to the Westland Flower Auction to see the market in operation, followed by discussions with administrators on cooperative arrangements between the growers' collective and the flower auction, and the impacts European Community issues and Eastern European buyers are having on the market's success.

En route to Bruges, Belgium, the group will visit an administrator at the Delta Works to discuss the kinds of long-range thinking that are involved in completing this 40-year dike building project. A full day at leisure in Bruges will follow. NELD will provide a reception for the Burgermeister and other leaders in this medieval city.

In Brussels, Belgium, meetings are arranged with representatives from the Delegation of the Commission of the European Communities and the U.S. Mission to the EC. We are in the process of arranging for visits with leaders of marginalized groups within the EC, as well.

The final day will be spent in The Hague, The Netherlands, and will include a closing program and dinner at the Kurhaus Hotel on the North Sea. ✤

Journal Reflections from the Alabama Seminar

The Dawn of Diversity

Oh how I wish, it had happened long ago. The anxiety to see the difference. The anxiety to know the difference. The anxiety to experience the difference. The difference to have felt the difference. The knowledge to have shared the difference, and the understanding that is not different after all.

—Eunice Bonsi, Assistant Professor, CES
Tuskegee University

I had a great experience interacting with university professionals, host families, Extension clientele, local leaders and other NELD interns. I quickly saw why next age leadership is needed. I was able to witness how race, diversity, culture and background shape life-styles, beliefs, values, ideas and issues of public concern.

Race, diversity and culture indeed influence attitudes, leadership, decisions, progress, future directions and, ultimately, our quality of life. We have come a long way, but have yet a long way to go. Diversity is a strength, not a weakness. We must learn to appreciate differences in our social, political and economic agendas. I have always believed that people plus pride and programs will lead to progress and prosperity.

—Ronald E. Jarrett, Extension Specialist
North Carolina Cooperative Extension System

Contrasts and symbolism stuck in my mind as I thought about our Tuskegee seminar. Some examples:

Contrasts: black—white; fear—acceptance; acceptance—rejection; rich—poor; formal—informal; local—distant; academy—integrate; now—future.

Symbols: river, watershed, bridge, hope, tears, empathy, education, and growth.

On the flight home, I began reading *Black in Selma* by J.L. Chestnut, Jr. On discovering that one of the early champions of civil rights in Selma was a Tuskegee Extension Agent named Sam Boynton, I felt proud to be a part of Extension. My next thought, however, was "What have we done lately?" Are we still willing to take the kinds of risks that he took in his community? Too often I'm afraid the answer is no, even when the issues are significantly less important than human rights. We often let commodity groups, advisory committees, politicians and other stakeholders determine our agenda, when we know there are more important issues to be dealt with.

Now back to contrasts and symbols. Optimism for the future is imperative for leadership. That optimism must be grounded in understanding that the above contrasts exist (along with others), that opportunities are different for different individuals, and that a significant role for Extension remains that of helping people turn symbols into reality. To accomplish this, we must begin to take a much longer term view as we make decisions regarding the best use of our resources. And finally, we must make more of those decisions ourselves, rather than letting others make them for us.

—Jens (J.C.) Shaver, Regional Director
Extension, University of Missouri

After dinner, we visited a man named Charlie who lived just down the road. He let everyone come down and play any sport you could imagine. I thought that was the nicest thing to open your yard to other people! That

please turn to ***Reflections****, back of Satellite Conference Announcement*

Book Review

Learning to dance to your own music

Hammerschlag, Carl A. (1988). *The Dancing Healers: A Doctor's Journey of Healing with Native Americans.* Harper: San Francisco.

This book is a journal. Through his tales, the author speaks to me of learning and teaching, of connectedness and healing, of leadership and life.

Hammerschlag spent 26 years as a family physician in Native American communities. He became a healer. When he first arrived, he sought help from a Pueblo chief in trying to understand the family culture he had joined. Answering through metaphor, the priest asked him if he knew how to dance and the doctor replied, "No, will you teach me?" The answer was, "I can teach you my steps, but you will have to hear your own music."

The answer was, "I can teach you my steps, but you will have to hear your own music."

I see parallels between Hammerschlag's learning about culture and our learning about leadership. NELD can suggest competencies of next age leadership, but we each bring our own music—our visions, our stories, our tools. The learning emerges out of us and occurs through our actions.

To learn how to dance, the Chief said, we have to move. Leadership, too, becomes stunted if cultivated as reflection only. It needs to be an intertwining of reflection and action—a spiral of doing and being, doing and being.

There are other messages for educational leaders in this book. Hammerschlag writes of learning interconnectedness from the families: of heritage, home, culture, beliefs and values. He states that some questions don't have answers, so becoming aware that the questions are important may be enough. And, he writes as a psychiatrist who came to understand better what he would never know:

"When it comes to understanding the mind, we are like children. Even if we someday know the brain and its chemistry, the mind will always have a mind of its own. The mind is a multifaceted jewel that snatches at whatever light comes in from many angles and creates a myriad of hues and colors. There are as many ways to see the light as there are ways to create it." (p. 112)

Educators and psychiatrists share curiosity about learning and teaching. In both cases, I think, we attempt to create some of the light that is snatched by another mind and, in the process, we learn.

Hammerschlag's writing opened up new layers of awareness for me as I continue my NELD journey.

—Judy Adrian

In Quiet

Listen
Go find yourself
in quiet
Hold very still
and you will hear
everything
But you won't hear
a sound
when words begin
to lie
and deeds only
mislead
find some emptiness
Huddle in a void
Let a spirit
touch
Maybe a thought
will come
Maybe a prayer
will rise
Go
Find yourself
in quiet
Listen

—Carol P. Zippert,
Co-Editor,
The Green County Democrat,
Eutaw, Alabama
April 15, 1992

NELD UPDATE

Editor: Judith Adrian
Natl. Extension Leadership Development Program
537 Extension Building, 432 North Lake St.
Madison, WI 53706-1498
Telephone: 608.262.8402/8403
Fax: 608.262.8404

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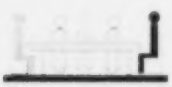
National Advisory Committee Meets

The NELD National Advisory Committee met in Tuskegee, Alabama, May 1–3, 1992. At that meeting, reports were given on the Directors' and Administrators' Workshops, the Intern Seminars, the Long-Range Planning efforts, the Land Grant University Presidents' Forum and the Regional Programming. The next meeting of the National Advisory Committee will be December 9–11, 1992, in Madison, Wisconsin, overlapping with the orientation seminar for NELD Interns, Class III. There will be a welcoming reception the evening of December 9, with the meeting beginning the morning of the 10th.

Long-range Planning Committee

Charles Elk, Manager of Agri Business with TU Electric, Dallas, and Chair of the NELD Long-range planning committee, reported the work of his subcommittee, which has been charged with determining an approach for helping the NELD Program move to another site. Interviews and surveys with ECOP (Extension Committee on Organization and Policy) members and Extension Directors and Administrators showed they felt the intern program should receive top priority for the future. Regional programs were determined second priority and directors'/administrators' workshops third.

This information and recommendations for the future of NELD will be reported to ECOP in August. ❖



Invitational Land Grant University Presidents' Forum

Wayne Schutjer, Associate Director, Penn State University, and Chair of the NELD Presidents' Forum, reported on subcommittee activities. The Forum will be held February 28–March 2, 1993, in La Jolla, California.

The logic of the Invitational Forum will be to present various perspectives on Land Grant outreach potentials and opportunities. The perspectives include: industry, urban programs, public schools and citizens. The three major national problems that will form the core of the conference are: Developing a competitive labor force; prevention of illness and maintenance of health; and resource management, the key to environmental quality. The last morning will focus on meeting challenges such as tenure, promotion, and academic freedom.

Intended outcomes from the conference include: A publication containing the essence of the conference and a videotape capturing the main points and ideas of the conference. Other follow-up activities may be planned. ❖

Intern Seminars

NELD intern Classes I and II came together to spend a week in Alabama. The focus of this seminar was on diversity in leadership. The group was hosted by Tuskegee University through the work of **George Paris**, Superintendent of the George Washington Carver Experiment Station and Small Farm Specialist, and **Eunice Bonsi**, Assistant Professor/NELD Intern.

During the week, the group toured Tuskegee University campus, meeting with Administrator **Velma Blackwell**, **B.D. Mayberry**, **Conrad Bonsi**, **P.K. Biswas** and **P. Loretan**. The NELD group attended a reception at the home of Tuskegee University President **Benjamin F. Payton**. **Ann Thompson**, Extension Director and Vice President, Auburn University, provided a breakfast before the group left to meet with their host families across an eight-county area of rural Alabama.

Forty-two NELD interns and staff were welcomed in private homes for two nights. During the days, the small groups in each county had varying experiences, including visits with mayors, farmers, county commissioners, business owners, teachers and school administrators—leaders in rural and urban Alabama. There were visits to Chemwaste Management Production Company, the Federation of Southern Cooperatives, Small Farm Demonstration Projects, the Freedom Quilting Bee, the Alabama prison and Victoryland Dog Track. Groups visited catfish and quail farms, a sweet potato cooperative, housing projects, retirement homes and civil rights memorials. On the return trip to Tuskegee, the groups reunited in Selma where they walked across the Pettus Bridge, site of civil rights marches in 1965.

On the final day, the entire group met with **Cherie Brown** and **Al Herring** of the National Coalition Building Institute to discuss, and try to better understand, the week's events.

Overlapping the intern seminar was the Kids' Program. Eight youth participated in a parallel program, spending a full week with host families. Among other activities, they attended school in the Tuskegee high and middle schools. Part of the next age leadership philosophy, fostered by NELD advocates, encourages less separation between professional and personal lives. Based on this idea, NELD parents and the Tuskegee staff provided the opportunity for their kids to come to Alabama. ❖

Pages 3 & 7 include excerpts of journal entries from NELD intern and youth participants in this seminar.

NEXT AGE LEADERSHIP SATELLITE CONFERENCE

September 24, 1992; 11:00 AM —1:00 PM Central Time

PURPOSES:

- To provide participants an opportunity to become acquainted with the theory and practice of Next Age Leadership in Extension Systems.
- To illustrate the need for innovative leadership in this changing world.

PROGRAM:

- Discussion on new approaches to Extension leadership emerging from the NELD Program.
- NELD interns and Extension Directors/Administrators discussing their practical applications of NELD leadership approaches.
- Opportunities for intermittent on-site caucuses, followed by interactive question and answer sessions with the conference panelists.

AUDIENCE:

- Extension administrators and staff, program leaders, Extension specialists, county agents and all interested professors and students at land grant institutions throughout the continental U.S.

PRESENTERS:

Bernard Jones and Janet Usinger-Lesquereux
Director and Assistant Director, University of Nevada, CES

Lucinda Noble
Director, Cornell University, CES

Gilbert Tampkins
Associate Administrator, Langston University, Oklahoma, CES

Thelma Feaster
NELD Intern/Program Coordinator—Home Economics,
North Carolina A&T State University, CES

Steven Laursen
NELD Intern/State Program Leader for Natural Resources, Minnesota Extension Service

Ralph Whitesides
NELD Intern/Extension Agronomist/Associate Professor, Utah State University

Jerry Apps
NELD National Coordinator, Professor of Adult Education, University of Wisconsin–Extension and UW–Madison

The Next Age Leadership Satellite Conference will be provided free of cost. For information on participating in this satellite conference, contact Melissa Rowlands at 608-265-3125.

night was my favorite. I'll never forget this experience in Alabama and thanks to everyone who organized for children to go!

—Jenny Sunderland, age 9
NELD Kids' program

A significant paradox was sitting in Albert's living room, after the prayer meeting and a wonderful meal, to watch the news about the Rodney King verdict and the reactions of Los Angeles.

The world is so different, yet so similar. Albert's extended family share many chores and celebrations even though some are living and working outside the community. And, I just returned from my aging parents, where my sisters and all our families spent a weekend catching up on the jobs that Granny and Grandaddy can no longer do!

—Larry Hudson, Ext. Animal Scientist
Clemson University

Everywhere I saw symbols, flags and documents of separation: I am privileged, you are not.

I feel now that I am on the great plains, finally turned in the right direction with still a long way to go to reach the foot of the distant mountain. Spiritually these people are mere specks on the far distant slope, making the ascent, not behind, but way ahead of me.

They seem very happy with life, not satisfied with their lot, but happy with life, purposeful, responsible and committed.

Just now I feel that I understand my father a bit more.

There are many more important, basic and essential things to life than the things we often covet.

Maybe they don't "give all up," but are more correct in their goals—that's it, they know what goal correctness is.

They know something I don't know; but I feel I've gotten a glimpse—finally—I think it's always been there, I just haven't had the skills or patience to see.

The reflection pond at Olive Branch, Mississippi, site of two intern seminars and the upcoming Directors' and Administrators' Workshop.

Not so much that I learned directly from Rufus, but that he reminded me that I should have learned much more from those with whom I grew up. I can reflect on that and learn still.

—Glenn Applebee,
Program Coord./Senior Ext. Associate
Cornell University CES

As I reflect on the experiences in Alabama, what comes foremost to vision is the need for all to seek basic understanding. To accomplish this means using all of our senses, particularly our senses of hearing and sight.

Just listening to what people have to say, who they say it to, how they say it, and when they say it can tell us much about people and their environment.

Coupled with the sense of sight, we can all become much better observers. From these observations come questions that one needs to ask at appropriate times to help build more accurate understanding.

The senses of smell, taste, and feeling all add depth and breadth to our observations. They bring about a richness and vibrance that can aid in our understanding.

Last is the spiritual sense. I grapple here, for it is outward as well as inward. My thoughts focus inward to those core values that drive me. As I better understand them, so then may I better be able to understand others.

—Paul Sunderland, Ext. Agent/Co. Chair
Oregon State University Extension Service

4/28 I am in Green County tonight. A woman named Gwen is housing me and the boys. She has a son named Demitrius, probably the coolest one and 1/2 year old I've ever met (also the spunkiest). He loves me...I'm comfortable here and have fit in like a piece of a puzzle, white or not. I may just set up residence here...

4/29 Tonight we went down to ol' Charlie's...Charlie and I grabbed a strawberry soda, sat back, and solved the AIDS epidemic, the national debt, drug dealing and gang warfare. Eventually I asked him why he wasn't running for president. He just laughed...

4/30 Tomorrow I go to school with Mike, to a school of 1200 students; of those, 4 are white. I'm uneasy, to say the least. Mike has said very little about his school.

5/1 School day! Now I'm nervous. I just want to sit down instead of walking around, as eyes follow my steps through these foreign halls. There are sweat beads up and down my brow...Finally, the day is over and, other than a few comments to me about Rodney King, everything has gone well. I've met a lot of nice people. The girls at this school are not by any means shy. I really enjoyed it.

—Denver Adrian, Age 17
NELD Kids' Program

Extension Directors' & Administrators' Workshops

The first of the NELD Directors' and Administrators' Workshops was offered June 1–5, 1992, in Stowe, Vermont. The program focused on developing a working philosophy of leadership for programming in controversial areas, with time built in for reflection, reading and discussions. The workshop leaders were **Jerold Apps**, NELD National Coordinator, and **Robert Putnam**, Action Design Associates.

The workshop will be offered again this year in Olive Branch, MS, November 2–6. If interested in being placed on the waiting list for this workshop, please call 608–262–6696. There will be one or two additional workshops offered in 1993, depending on interest. ❖

Regional Programming

Although not financed by W. K. Kellogg Foundation funds, NELD is cooperating with the regional leadership programming efforts.

Gail Skinner of the North Central Region reported on the program for emerging leaders that has begun in that region. Four seminars are being offered for each leadership group which focus on: Building a Leadership Perspective, Working With and Through Others, Building Bridges for Organizational Action, and Shaping the Future of Extension.

James Johnson and **Alfred Wade** told of the planning for leadership programming in the Southern Region. A Request for Proposal has been developed to designate a host institution for the program.

James Christenson reported on the activities in the Western Region. Arizona has been selected as a host site for a three-year program, with new county directors as the primary target audience. They are planning one seminar yearly.

Wayne Schutjer, representing the Northeast, said a regional director program has been established in New York and is available to the region.❖

We here in the NELD Office mistakenly jumped the gun in announcing in the last newsletter that Dr. Rob Williams, a consultant with Triangle Associates, would be one of the trainers at the two NELD Extension Directors' workshops in June and November, 1992. Unfortunately, he will not be able to participate on those dates. We apologize for the error.

NELD National Advisory Committee

Private Sector Representatives:

J. Don Trotter
Program Manager
Executive Education/Univ. Programs
AT&T
Morristown, NJ

Charles Elk
Manager, Agri Business
TU Electric
Dallas, TX

Trudy Seita
Consultant on Leadership and Volunteerism
Vienna, WV

Land-Grant University Vice Presidents for Academic Affairs:

Richard L. Wallace
Vice Pres, Academic Affairs
University of Missouri
Columbia, MO

Jerome V. Reel
Vice Provost
Clemson University
Clemson, SC

Cooperative Extension Directors/1890 Administrators:

William H. Pietsch
Director, NDSU Extension Service
North Dakota State University
Fargo, ND

Gilbert Tampkins
Associate Administrator
Langston University
Langston, OK

ECOP Personnel and Organizational Development Committee:

Steve Scheneman
Leader of Extension & Organizational Development
Kansas State University
Manhattan, KS

Allyn Smith
Director, Southern Region
Ag & Natural Resources Program
University of California
Riverside, CA

Regional Coordinators:

Wayne A. Schutjer
Associate Director, CES
Pennsylvania State University
University Park, PA

James F. Johnson
Director, CES
College of Ag/Life Sci
Virginia Tech
Blacksburg, VA

James A. Christenson
Director, CES
University of Arizona
Tucson, AZ

Alfred Wade
Assistant Administrator—Field Programs
Prairie View A&M Univ
Prairie View, TX

Gail Skinner
Associate Director, Programs
University of Minnesota
St. Paul, MN

NATIONAL EXTENSION LEADERSHIP DEVELOPMENT PROGRAM

NELD UPDATE

Vol. 2, No. 1 UWEX UNIVERSITY OF WISCONSIN-EXTENSION Winter 1993

Teaching and learning in the NELD Program...

Judy Adrian, NELD Program Associate

In the National Extension Leadership Development (NELD) Program, interns work directly with an advisor. The NELD advisors have been recruited from the public and private sectors. Janet Usinger-Lesquereux, Assistant Director at the Nevada Cooperative Extension and a NELD Intern, and John Robinson, Manager of External Relations and Public Policy at Motorola and a NELD advisor, have written about their shared intern/advisor experiences over the last two years in the NELD Program (see article, below). Their description highlights well some of the basic assumptions about teaching and learning central to NELD, including:

- We are all teachers, all learners.
- Much of what we need to know, we already know, but have not realized we know.
- Additionally, there are things we do not realize that we don't know.
- Each person's learning is unique, based on personal and cultural experiences, history, and their present situation.
- Each person's understanding can be shared with and challenged by others, enriching learning.
- There are multiple truths and multiple realities.
- There are many viable ways of knowing including intellectual, aesthetic, emotional, tacit and spiritual.

please turn to ***Teaching****, page 2*

In NELD, we are all teachers, all learners.

...a profile of NELD intern/advisor success

John W. Robinson and Janet Usinger-Lesquereux

We envisioned the NELD Program as a mutual growth opportunity. At our initial meetings we investigated topics of joint interest where Janet would do field research for discussion and development of a paper.

After some preliminary discussion we found we shared an interest in Latin America. Thus, Janet selected a topic focused on the North American Free Trade Agreement (NAFTA) from the Mexican Perspective. We had extended discussion around this topic primarily in English but we had occasional excursions in Spanish to clarify a point just for fun. It was great enjoyment for us both. From time to time we would talk on the phone with great enthusiasm about a new discovery.

One of the most intriguing discoveries was a Native-American/Hispanic conference Janet identified in Phoenix. She attended and found out she was the only invited guest from outside the Hispanic/Native American community. Porque casi todos los participantes solamente habláron en español. She discovered a different insight into cultures and thoughts that led her to examine her hypotheses from a new perspective. Whereas, before she had focused on structural implications of

please turn to ***Profile****, page 3*

Calendar

Presidents' Invitational Forum
La Jolla, California
February 28-March 2, 1993

Class III Intern Seminars:

Mescalero, New Mexico
May 6-13, 1993

Fort Berthold Indian Reservation, North Dakota
June 23-July 1, 1993

El Paso, Mexico City, Puebla, Veracruz
October 4-14, 1993

Directors'/ Administrators' Workshop
Stowe, Vermont
June 3-7, 1993

Valuing the Physically Challenged
Kalamazoo, Michigan
April 26-29, 1993

NELD Seminar: Classes I, II, III
New Orleans, Louisiana
November 8-10, 1993

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Tim Neuman
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Melissa Rowlands
Program Assistant

Judith Adrian
Program Associate

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Budget Director

Margaret Eldredge
Design/Production

Teaching, *continued from page 1*

- Learning is continuous in a world of constant change.
- Learning is a process of transformation that requires capacities such as reflection, discussion, self-direction, trust, critical and creative thinking, introspection, sharing and support.

The advisor/intern relationship is integral to teaching and learning in NELD. Advisors hold up mirrors for interns. They wear teacher's hats as they challenge interns to critically consider other possible truths, realities or ways of knowing.

Problem setting and solving—understanding and acting on new and novel problem situations in a world of constant change—are other areas where an advisor's experience becomes valuable. As leaders in public and private institutions, they bring diverse experiences and ideas for action that NELD interns may tap.

Advisors may be able to open doors for interns, supporting them in experiences like internships or special committee assignments. And, as evidenced by John and Janet's experiences, the learning and opportunities emerging from their advisor/intern relationship extends to both of them.

In NELD, we are all teachers, all learners. This dual role is central to the transformative education process followed in the program. Some interns are surprised as they enter their first NELD seminar to find little time allotted for extended lectures (although there are mini-lectures scattered through the program). This is based on the assumption that much of what learners need to learn is already known. The teacher's goal, like the advisor's, is to hold up mirrors so learners can see reflected back what it is that they already know, but were not aware of knowing or did not value. In NELD seminars and workshops, for example, time is spent on examining personal beliefs and values in the context of leadership. We each ask ourselves what we believe in and value: what things in our lives are most central to who we are and to how we act. Such questions are asked at personal levels and also within the organizations and institutions where each of us works. We seek to achieve congruity (or at least awareness of discrepancies) between what we espouse believing in and valuing, and how we act within our daily lives and occupations.

NELD participants learn new competencies. For example, NELD focuses on learning to reflect on our learning, drawing on the ways of knowing listed earlier: intellectual, aesthetic, emotional, tacit and spiritual. By embracing various approaches to knowing, the world can be viewed in quite different ways. It is akin, for example, to Janet's experience at the conference where only Spanish was spoken. Drawing pictures, T'ai Chi, writing in a journal and interacting with an advisor are some of the methods NELD uses to enhance reflection through drawing on assorted ways of knowing.

Another competency heightened through NELD seminars and workshops takes place in small and large group discussions. The intent is to share our own understandings with others. Through the process of discussing and synthesizing, groups of people may arrive at deeper levels of understanding than any one person alone might achieve. It is hoped (and proving to be true) that some of the discussion groups, including advisor/intern conversations, begun within the NELD program have continued, providing participants a circle of trusted colleagues who understand the value of and are adept at this process of collectively examining personal and institutional leadership questions.

The process of evaluation has also been turned upside down in NELD, becoming an additional way for learners to reflect on the importance—for themselves—of what they are experiencing and learning. NELD evaluation questions are usually open-ended and are meant to trigger responses at levels beyond the intellectual. The evaluation writings, called reflections, are then compiled (anonymously) and returned to participants, allowing them to compare their responses with those of their peers in the seminars.

The advisor/intern relationship is integral to teaching and learning in the NELD Program. Janet and John offer their experience as an example.

A complete list of NELD Advisors and Interns in classes I, II and III is enclosed with this newsletter. ❖

NELD UPDATE

Editor: Judith Adrian
Natl. Extension Leadership Development Program
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Madison, WI 53706-1498
Telephone: 608.262.8402/8403
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***Profile**, continued from page 1*

NAFTA, the conference caused her to shift to a more people-centered approach to integration of the two very different cultural, economic, and historical viewpoints.

John reacted to Janet's experiences and began to discover, even though he shared Latin American language and cultural familiarity with Janet, he had not seriously considered the interactions between various ethnic and racial groups in the United States. In exploring the concept at a NELD workshop he met a Native American of the Mandan and Hidatsa tribes named Paige Baker, Ph.D., of the North Dakota State University. Paige encouraged John to take some time to associate with and visit Native American peoples on their tribal lands to better understand their culture. John made contact with the Menominees in Wisconsin where he attended an annual Pow Wow. John and his 16 year old son observed the interactions among nine tribes and the non-Native American world around the Menominee Nation. John and his son found themselves to be a very small minority at the event. They were welcomed warmly and even asked to participate in the tribal visitors dance. Next year they plan to join Paige at the Four Bears Pow Wow in North Dakota.

In the meantime Janet was further developing her personal growth plan that continued beyond the NELD Program. That led to discussions about Ph.D. study that would fit her work schedule. After discussion Janet selected and enrolled in a Ph.D. program at Walden University. Janet will blend the NELD experience with her Ph.D. program. In addition to continuing her exploration of the role of education in social change, she is planning to design her research to investigate educational approaches with Mexicans experiencing transculturation. As with the NELD project, the starting point will be Mexico en vez de los Estados Unidos.

The critical elements of success in the NELD Program have been a synergistic partnership of ideas, concepts and explorations. We gave communications and face-to-face meetings a priority as we planned travel. In fact we rarely met in the same place twice.

We consider the program a great success where we both have ownership.

Editor's note: The Four Bears Pow Wow is held yearly on the 2nd weekend in August at New Town, North Dakota, on Fort Berthold Indian Reservation.✣

NELD Satellite Conference on Next Age Leadership

Melissa Rowlands, NELD Program Assistant

Thanks to all who participated in the NELD Satellite Conference on Next Age Leadership. It was a great success! The program was broadcast on September 24, 1992, from Madison, Wisconsin, where Cindy Noble, Director, Cornell University, CES; Thelma Feaster, NELD Intern/Program Coordinator-Home Economics, North Carolina A&T State University, CES; Janet Usinger-Lesquereux, NELD Intern/Assistant Director, University of Nevada, CES and Ralph Whitesides, NELD Intern/Extension Agronomist/Associate Professor, Utah State University joined Jerold Apps as panelists. Bernard Jones, Director, University of Nevada, CES and Steve Laursen, NELD Intern/State Program Leader for Natural Resources, Minnesota Extension Service presented from Washington DC and Gilbert Tampkins, Associate Administrator, Langston University completed the panel via telephone hookup from Tennessee.

Jerry Apps launched the conference with an introduction of the NELD Program, Next Age Leadership principles, and an explanation of the transformative education process.

The presenters prepared five minute videos describing how they are currently utilizing NELD concepts at their universities. Several topics were introduced including Leadership for Program Challenges, Shared Leadership, Characteristics of Next Age Leaders/Organizations, Leadership for Program Empowerment, Leadership for Collaborative Programming and Individual Transformation.

There were two caucus breaks slotted between the presenter videos and followed by a question and answer period during which participants throughout the United States called in questions to be answered by the panelists. Questions were addressed on empowerment, the role of supervisors, creating and communicating a shared vision, spirituality, diversity, capacities vs. competencies, rapid change and span of support.

Although feedback has not been received from all of the 250 anticipated sites, it is estimated there were 3,000 viewers throughout the country. Video copies of the program can be obtained for $25 by contacting the NELD office at (608) 265-3125. ✣

Once Upon a Time: An Extension Tale

Everette Prosise, NELD Intern

Once upon a time there were two stores that sold horse collars. Each sold lots of horse collars because there were a lot of work horses. Whenever farmers went into either store they saw nothing but horse collars and all salespeople were horse collar experts. All the farmer had to do was walk in or even call a horse collar salesperson and they would have just the right horse collar. Everyone was happy. The horses had nice collars, the farmers got good service and the stores made enough money so that the owners, their children and the customers were insured of having a much needed business in their community.

Soon tractors started appearing on the scene. The stores had to start selling tractor parts to keep operating. This pleased the tractor owners, but not the few remaining horse owners. They could still purchase horse collars but the service was not as good and sometimes the collars had to be ordered, taking days to deliver.

The people who still had horses belonged to an organization called MINE (Men/Women In Need of Equines.) They were a powerful group and at one time every customer of the Horse Collar Stores belonged. Even though they were now a small group, some people thought they still represented all customers. The customers needing tractor parts belonged to a growing group that was much larger than MINE but hadn't yet developed as much political influence. This group was called YOURS (You Owe Us Resources.) MINE met to discuss the status of what they called "their stores" even though they represented only 10% of the customers. The MINE members called the media to say they were being treated unfairly. "Their store" was not giving them the service it once did. The media, thinking MINE was still all powerful, printed articles about how the Horse Collar Stores no longer cared about MINE and were irrelevant.

The owner of one of the Horse Collar Stores did not go on the floor very often and even though he had some good department managers, he really wasn't aware that the horse collar revenue was down because the tractor parts department revenue was up. MINE members met with this store owner to express their concerns. The owner didn't know much about the customers that frequented the store so sided with MINE. The tractor parts manager was fired and the shelves were filled with nothing but horse collars. All the salespeople were horse collar experts. The media praised the Horse Collar Store for its support of MINE members and all was well...for six months. Because there was little need for horse collars the store owner could no longer afford to remain open and went bankrupt. MINE members could not buy horse collars and their horses could no longer work. Some MINE members used a mail order catalog that sold horse collars. The horse collars were made overseas. They were good collars but didn't fit our bigger horses properly and soon those horses had sore shoulders and they were unable to work. Some MINE members went bankrupt and their sons and daughters went to look for work in the city.

Can the Extension Service survive by selling only a traditional product to a limited audience? Are the programs and products Extension offers worth fighting for by our audiences/ customers?

The owner of the second Horse Collar Store set a goal to run a store that sold people what they needed-serving the community with a high quality product and insuring a high quality of life. Some MINE members came to this store owner asking for an end to tractor part sales. The owner explained that this action would close the store, ending service to MINE members. The MINE members were smart agreed with the store owner. The store stayed open, MINE members got their horse collars, the horses' shoulders stayed strong and healthy and even though some of the MINE members' children now work in the city, those that wanted to work horses had that option. YOURS members continued to shop at the store and soon they became recognized as being just as important as MINE.

Some questions you may want to consider as you ponder the future of Extension as a resource are: Can the Extension Service survive by selling only a traditional product to a limited audience? Are the programs and products Extension offers worth fighting for by our audiences/customers? Has Extension developed the kind of local, state and national support to deal with political decisions? Has Extension developed the network necessary to bring the proper expertise/resources to bear on the issues facing our audience/customers? Do our audiences/customers know our vision? Were they involved in developing it? Do they know our strategy for making the vision a reality? Which store (in the above story) do you want to have in your community? ✣

Reading List

Intern Suggestions

Faye Richardson received a copy of *Teaching Tolerance*, a 64 page magazine full of ideas and strategies for learning and teaching tolerance. It is published twice a year by the Southern Poverty Law Center, 400 Washington Avenue, Montgomery, AL 36104. It is free.

Linda Roberts recommends Susan Faludi's book, *Backlash: The Undeclared War Against American Women* (1991). New York: Crown Publishers, Inc. It is currently out in both paperback and audio tape.

Juan Moreno suggested we add Scott Peck's book, *Different Drum: Community Making and Peace* to the NELD Intern library. ✣

Invitational Land Grant University Presidents' Forum

Planning continues on the NELD Presidents' Invitational Forum on Public Service scheduled to be held in La Jolla, California, February 28-March 2, 1993. Forty-nine public institutions are presently signed up to attend. The purpose of the Forum is to explore the extension/continuing education mission for the land-grant university of the future. ✣

Valuing the Physically Challenged

An experiential learning program on "Valuing the Physically Challenged" will be offered to NELD interns on April 26-29, 1993, in Kalamazoo, Michigan. More details on this program will be included in the next NELD newsletter. If you have any questions please call Dale Mutch at (616) 384-8062. ✣

Intern Seminars

Leadership in the European Community: A NELD International Seminar

Thirty-nine NELD interns from Classes I & II studied leadership in the European Community (EC) during visits to The Netherlands and Belgium in October. Early on during the 10 day seminar, interns met with leaders from KLM Airlines, the Bloemenveiling Westland Flower Auction, Wageningen University, the Delta Works and the Rijksmuseum. In each case, questions centered around impacts anticipated as economic, political and perhaps social union becomes a reality among the twelve member nations. The study tour then culminated with half-day visits to the Commission of the EC and the U.S. Mission to the EC. Briefings were given at each site on the current status of the EC negotiations, progress on the GATT talks, leadership challenges being faced, and anticipated EC impacts within Europe and throughout the world.

NELD Interns and companions in Amsterdam, The Netherlands, on International Seminar to study leadership in the European Community. From the left: Joan Baker, Paige Baker, Everette Proxise, Dale Mutch and Gretchen Mutch.

Additionally, a companion tour was arranged that paralleled the study tour. Seventeen companions including one NELD National Advisory Committee member, decided to purchase this sight-seeing package. The group visited a working windmill, a Dutch shoe factory, a greenhouse and research center and more.

The NELD program has encouraged family and companion participation in several seminars reflecting a belief that leaders need to be whole people, striving for less separation between their personal and professional lives. ✣

Rik Sommyn of Brugge, Belgium, speaking to NELD interns James Wade and Janet Usinger. Rik was one of seven "alternative leaders," representing leadership in Greenpeace, the Green Movement, the Socialist Party, Esperanto, and Dutch drug prevention programs.

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Beth M. Wheeler
State Representative: Missouri
(314) 751-1198
Barbara White
ES-USDA
(202) 720-6084
Ralph Whitesides
Utah State University, CES
(801) 750-2259

Advisors:

Carol Aslanian
The College Board, NY
(212) 713-8000
Ken Bagge
Wall Street Journal, MA
(617) 423-4600
Judith I. Bailey
University of Maine, CES
(207) 581-1504
Shirley L. Baugher
University of Nebraska
(402) 472-2959
Robert L. Bender
University of Illinois, CES
(217) 333-3079
Edgar Boone
North Carolina State University, CES
(919) 737-3590
Patrick J. Borich
Minnesota Extension Service
(612) 624-2703
Patrick G. Boyle
Unversity of Wisconsin, CES
(608) 262-3786
Michael Brazzel
ES-USDA
(202) 720-1281
Joseph J. Corry
University of Wisconsin-Madison
(608) 262-1304
Kenneth R. Cummings
Church and Dwight Co., Inc.
(609) 497-7111
Mynoon F. Doro
AT&T, NJ
(908) 771-7062
William Draves
Learning Resources Network, KS
(913) 539-5376
Daniel D. Godfrey
NC A&T State University, CES
(919) 334-7691
Doe Hentschel
University of Connecticut, CES
(203) 486-2238
Joseph F. Kauffman
University of Wisconsin-Madison
(608) 263-3697
Nicki King
University of California, CES
(916) 757-8618
Malcolm S. Knowles
Professor Emeritus, AR
(501) 444-8847
Alan Knox
University of Wisconsin-Madison
(608) 263-2937
Linda Williams-Willis
Prairie View A&M University, CES
(409) 857-3812
Rita Wood
Rutgers Cooperative Extension
(609) 265-5051
Greg Yarrow
Clemson University, CES
(803) 656-7370
Lawrence Yee
University of California, CES
(805) 645-1460
Deborah Young
University of Arizona, CES
(602) 445-6590
Sandra Zaslow
North Carolina Extension Service
(919) 515-2770
Kay Kohl
NUCEA, DC
(202) 659-3130
William Lavery
Virginia Polytechnic Institute
(703) 231-5723
Howard Martin
University of Wisconsin-Madison
(608) 262-4353
Sharan Merriam
University of Georgia
(404) 542-2214
Elwood Miller
University of Nevada, CES
(702) 784-6611
Harold A. Miller
University of Minnesota, MES
(612) 624-2517
Steve Nielsen
Federal Express, TN
(901) 922-6096
Lucinda A. Noble
Cornell Cooperative Extension
(607) 255-2117
Mary L. Pankowski
Florida State University
(904) 644-7565
William H. Pietsch
North Dakota State University, CES
(701) 237-8944
John W. Robinson
Motorola, Inc., IL
(708) 576-3701
Phillis "Teddi" Safman
University of Utah, CES
(801) 581-5589
Kwame S. Salter
Oscar Mayer Foods Corporation, WI
(608) 241-6853
Daniel W. Shannon
University of Wisconsin-Milwaukee
(414) 229-5925
Robert Simerly
University of Nebraska-Lincoln
(402) 472-3450
Edward G. Simpson, Jr.
University of Georgia, CES
(404) 542-3000
John C. Snider
University of Alabama, CES
(205) 348-6330
Henry Spille
The Center for Adult Learning & Educational Credentials, DC
(202) 939-9475
Milton R. Stern
University of California, CES
(510) 642-9091
David Stewart
The Center for Adult Learning & Educational Credentials, DC
(202) 939-9475
James C. Votruba
Michigan State University, CES
(517) 355-6550

National Advisory Committee:

James A. Christenson
University of Arizona, CES
(602) 621-7209
Charles Elk
TU Electric, TX
(214) 954-5595
William H. Pietsch
North Dakota State University, CES
(701) 237-8944
Jerome V. Reel
Clemson University, CES
(803) 656-3022
Steve Scheneman
Kansas State University, CES
(913) 532-5820
Wayne A. Schutjer
Pennsylvania State University, CES
(814) 863-3438
Trudy Seita
Consultant on Leadership and Volunteerism, WV
(304)295-6527
Gail Skinner-West
Minnesota Extension Service
(612) 625-3774
Allyn Smith
University of California, CES
(714) 787-3321
Gilbert Tampkins
Langston University, CES
(405) 466-2339
Don Trotter
AT&T, NJ
(201) 898-8572
Alfred Wade
Prairie View A&M University, CES
(409) 857-2227
Richard L. Wallace
University of Missouri, CES
(314) 882-6396

Former Members:

James Johnson
Virginia Tech, CES
(703) 231-9892
Barb Warren
Minnesota Extension Service
(612) 625-4267

The NELD Network

Interns:

Theodore R. Alter
Penn State, CES
(814) 863-3439

Glenn Applebee
Cornell University, CES
(607) 255-2231

Paige Baker
North Dakota State University, CES
(701) 237-7383

Paul Baker
University of Arizona, CES
(602) 621-4012

Sue Baum
Mayor, City of Creve Coeur, MO
(314) 569-5018

Peter Bloome
University of Illinois, CES
(217) 333-9025

Eunice Bonsi
Tuskegee University, CES
(205) 727-8816

Mary Brintnall-Peterson
University of Wisconsin, CES
(414) 227-3160

Adell Brown
Southern University, CES
(504) 771-2242

Sue Buck
Oklahoma State Univ., CES
(405) 332-4100

Byron Burnham
Utah State University, CES
(801) 750-1637

James Butler
Texas A&M Univ., CES
(409) 847-9066

Carolyn Carter
Louisiana State University, CES
(504) 388-6794

Marilyn B. Corbin
Kansas State University, CES
(913) 532-5838

Jim Cowan
AT&T General Business Systems, NJ
(201) 581-5874

Duane Dale
Education Consultant, MA
(413) 253-9672

Carmen DeRusha
Marion County, IN, CES
(317) 848-7351

Joanne Donlin
AT&T, NJ
(908) 221-2386

Thelma Feaster
North Carolina A&T State University, CES
(919) 334-7956

Diane Flynn
Minnesota Extension Service
(612) 625-1760

Paula Goldstein
AT&T, NJ
(201) 644-6851

Paul Gutierrez
Colorado State University, CES
(303) 491-1399

William Harrison
Michigan State University, CES
(616) 774-3265

Bonnie Hays
Washington County, OR
(503) 648-8681

Nancy Hicks
Cornell University, CES
(607) 255-0790

Larry Hudson
Clemson University, CES
(803) 656-5160

Ronald E. Jarrett
North Carolina, CES
(919) 515-5824

Thomas G. Johnson
Virginia Polytech. Institute and State U., CES
(703) 231-6461

Jo Jones
Ohio State University, CES
(614) 292-5178

Kevin Kesler
University of Nevada, CES
(702) 423-5121

Philip Larsen
Minnesota Extension Service
(612) 625-8200

Steven B. Laursen
Minnesota Extension Service
(612) 624-9298

James Lindquist
Kansas State University, CES
(913) 532-5787

Lawrence Lippke
Texas Ag Extension Service
(409) 845-8012

Kathleen Mallon
Univ of Rhode Island, CES
(401) 792-2900

JD McNutt
University of Missouri, CES
(314) 379-5431

Judith Meier
Colorado State University, CES
(303) 491-6281

Mary Kaye Merwin
Cornell CES, Nassau County
(516) 454-0900

Juan Moreno
University of Minnesota
612-625-5472

Dale Mutch
Michigan State University, CES
(616) 384-8062

Linda Nierman
Michigan State University, CES
(517) 355-0113

Richard Niles
AT&T, WI
(414) 785-6701

Reddeppa Naidu Pothuri
AT&T-Bell Laboratories, NJ
(908) 949-2703

Everette M. Prosise
North Carolina, CES
(919) 515-2691

Philip Rasmussen
Utah State University, CES
(801) 750-2230

Scott Reed
Oregon State University, CES
(503) 737-3700

Faye Richardson
Penn State University, CES
(717) 675-9274

Linda Roberts
AT&T Bell Laboratories, NJ
(908) 957-3068

Bob Robinson
Texas Agricultural Extension Service
(806) 746-6101

Sue Sadowske
University of Wisconsin, CES
(608) 263-4987

Jane Schuchardt
ES-USDA
(202) 720-6079

Jens (J. C.) Shaver
University of Missouri, CES
(314) 882-2695

Abdulcadir Sido
Madison Area Technical College, WI
(608) 246-6725

Chris Sieverdes
Clemson University, CES
(803) 656-0196

Christine T. Stephens
Michigan State University, CES
(517) 355-0117

Paul Sunderland
Oregon State University, CES
(503) 254-1500

Gregory Taylor
Texas Agricultural Extension Service
(409) 845-4445

Janet Usinger-Lesquereux
University of Nevada, CES
(702) 784-1614

Karen Varcoe
University of California, CES
(714) 787-3419

James Wade
University of Arizona, CES
(602) 621-2474

Tom Warner
Kansas State University, CES
(913) 532-6170

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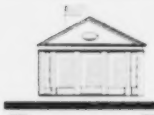

Extension Directors' & Administrators' Workshops

Second NELD Administrators' and Directors' Workshop Offered

Twenty-two Extension administrators and three NELD interns gathered in Olive Branch, Mississippi, November 2-6, 1992. Together with Jerry Apps, NELD National Coordinator, and Bob Putnam of Action Design Associates, they worked on developing their personal philosophies of leadership within the context of controversial programming areas. Case studies provided the framework for examining beliefs and values about leadership. During the week, participants explored inconsistencies between their espoused beliefs and values and the portrayal of beliefs and values expressed through actions.

A third Administrators'/Directors' Workshop is scheduled to be held June 3-7, 1993, in Stowe, Vermont. Registration information is available by calling the NELD office at 608-262-8403 or 608-265-3125.

The following people have participated in one of the NELD Administrators'/Directors' Workshops:

Lavon Bartel
University of Vermont, CES
(802) 656-2991
Velma Blackwell
Tuskegee University, CES
(205) 727-8601
Lawrence Carter
Florida A&M University
(904) 599-3709
James Christenson
University of Arizona, CES
(602) 621-7209
Nancy Cole Huber
University of Arizona, CES
(602) 621-5430
Roger Fletcher
Oregon State University, CES
(503) 737-2711
Vivan Jennings
ES-USDA
(202) 720-5623
Nicki King
University of California, CES
(916) 757-8619
Cindy Noble
Cornell University, CES
(607) 255-2237
Don McFeeters
University of Vermont, CES
(802) 656-2992
Bill Pietsch
North Dakota State University, CES
(701) 237-7541
Ed Rapking
West Virginia Extension Service
(304) 293-5691
Wayne Schutjer
Penn State University, CES
(814) 863-3438
Anne Sheelen
Rutgers, CES
(908) 932-8896
Gail Skinner
Minnesota Extension Service
(612) 625-3774
Allyn Smith
University of California, CES
(714) 787-3321
Dave Smith
Cornell University, CES
(607) 255-2237
Keith Smith
Ohio State University, CES
(614) 292-4067
Ayse Somersan
University of Wisconsin, CES
(608) 263-2775
John Vance
ES-USDA
(202) 720-7947
Barbara Warren
Minnesota Extension Service
(612) 625-4267
Leodrey Williams
Southern University, CES
(504) 771-2242
Carol L. Anderson
Cornell Cooperative Extension
(607) 255-2245
Sharon Anderson
North Dakota State University, CES
(701) 237-8944
Richard Fowler
University of Delaware, CES
(302) 831-2504
Patricia M. Ganter
U. of Tennessee, Ag Ext. Service
(615) 974-7384
Ellen Goldsberry
University of Arizona, CES
(602) 621-5308
Bill Hambleton
University of California, CES
(209) 891-2500
Zane R. Helsel
Rutgers University, CES
(908) 932-9306
Peter Horne
University of New Hampshire, CES
(603) 862-1520
Sally Horton
Washington State University, CES
(509) 335-2933
Judith Jones
Virginia State University, CES
(703) 231-6249
Moli Taai Lemana
American Samoa, CES
(684) 699-2605
Darnell Lundstrom
North Dakota State University, CES
(701) 237-7173
Jacquelyn McCray
University of Arkansas, CES
(501) 541-6839
Elwood Miller
Nevada Cooperative Extension
(702) 784-1614
Charles L. Norman
Univ of Tennessee Ag Ext
(615) 974-7384
Gerald Olson
Utah State University, CES
(801) 750-2194
Ralph Otto
ES-USDA
(202) 720-7948
Gregory Parham
ES-USDA
(202) 720-8155
Terrell P. Salmon
University of California, CES
(916) 757-8621
Anita R. Suta
College of Micronesia, CES
(691) 320-2726
David Woodward
University of Delaware, CES
(302) 451-2505
Richard Wootton
Kansas State University, CES
(913) 532-5820

NATIONAL EXTENSION LEADERSHIP DEVELOPMENT PROGRAM

NELD UPDATE

Vol. 2, No. 2 UWEX UNIVERSITY OF WISCONSIN-EXTENSION Spring 1993

A NELD Intern's Story: Valuing the Physically Challenged

Dale R. Mutch

The NELD Program has fostered diversity, reflection, journaling, experiential learning, change, risk taking and self-learning as components to Next Age Leadership. As importantly, it has encouraged me to actually implement my dreams and visions instead of confiding them to a colleague or friends. As said by the Reverend Jesse Jackson, I must "walk my talk."

My "talk" has been that there are not enough physically challenged individuals (PCI) in the Cooperative Extension System. I felt that part of the remedy to this problem was to increase awareness of the PCI's value. Therefore, my "walk" was to develop an experiential learning program entitled, "Valuing the Physically Challenged," that hopes to do just that. The program was held in Kalamazoo, Michigan, on April 26-29, and will be again July 26-29, 1993, for NELD interns and advisors.

Participants experience different challenges daily, including visual impairment, wheelchair use, disfigurement and amputation. Each challenge will be facilitated by mentors who were born as a PCI and/or mentors who became a PCI later in life. Mentors will begin each day by sharing their personal stories and answering questions.

The first day's challenge will be visual impairment. Participants will wear blindfolds while experiencing everyday activities such as going to the bathroom, making phone calls, and

please turn to ***Intern Story****, page 2*

...there are not enough physically challenged individuals in the Cooperative Extension System.

Calendar

Class III Intern Seminars:

Mescalero, New Mexico
May 6-13, 1993

Fort Berthold Indian Reservation, North Dakota
June 23-July 1, 1993

El Paso, Mexico City, Puebla, Veracruz
October 4-14, 1993

Directors'/ Administrators' Workshop
Stowe, Vermont
June 3-7, 1993

Follow-up Directors'/ Administrators' Program
Stowe, Vermont
June 7-9, 1993

Valuing the Physically Challenged
Kalamazoo, Michigan
July 26-29, 1993

NELD Assembly:
New Orleans, Louisiana
November 8-10, 1993

Reflections on the NELD Presidents' Invitational Forum

The NELD Presidents' Invitational Forum brought nearly three hundred people—including 43 university presidents—together in La Jolla, California, February 28-March 2, 1993, to discuss the future role of outreach in public universities.

The following comments are excerpted from the earliest of the evaluative letters we requested.

Not surprisingly, attendees agreed that outreach needs to emerge as a central component of the university triad of residential teaching, research and outreach. An Extension Director wrote:

please turn to ***Reflections****, page 2*

Linzie Muldrow*, Associate Administrator, South Carolina State University, CES, and* ***Larry Hudson****, NELD Intern/Extension Animal Scientist, Clemson University*

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***Intern Story**, continued from page 1*

eating lunch. Additionally, group activities and demonstration of specialized equipment will be offered to enhance awareness.

The second day's challenge will be wheelchair use. Similar everyday activities will be explored by the participants. A special activity has been planned on this day to allow participants to be loaded and transported in a van to a local shopping store. Individuals will shop and see a store from the wheelchair user's viewpoint.

The third day will involve a local artist who will disfigure each participant using make-up. In addition, individuals will see and use a functional arm prosthesis. Non-functional prostheses will be worn by individuals throughout the day's activities.

One of the most important aspects of the program is to designate ample time for reflection, journal writing, and discussion of the day's challenge. At least two hours each day will be devoted to these activities.

The last day of the program will be spent evaluating and creating the program's future direction. I cannot think of a better group of people to do this than the NELD interns and advisors.

The NELD Program has empowered me to take risks. The interactions and personal sharing with the mentors of this program are allowing me to grow as a person.

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Dale Mutch has sent a special issue of *Metropolis: The urban magazine of architecture and design*, November, 1992, to all enrollees in the workshop, Valuing the Physically Challenged. Following are two excerpts from the magazine:

Disability does not give us our personalities, but it may give us our perspective. George Covington, quoted by Mervyn Kaufman in "Universal design in focus" in *Metropolis*, November, 1992.

"Neutrality is often thought to be the key to the language for disabilities. And one person posited that there's no such thing as being disabled, that we are all 'differently abled.' Acronyms such as PRABA (pre-retirement able-bodied adults) and TAPS (temporarily abled persons) are part of this kind of thinking. But such neutral expressions tend to stand in the way of honest communication." From "Talking disabled" by Akiko Busch in *Metropolis*, November, 1992. ❖

NELD UPDATE

Editor: Judith Adrian
Natl. Extension Leadership Development Program
537 Extension Building, 432 North Lake St.
Madison, WI 53706-1498
Telephone: 608 262 8402/8403
Fax: 608 262 8404

Purposes of the National Extension Leadership Development Program (NELD) are:

- To provide leaders and administrators with the vision, courage, and tools to deal with the rapidly changing social, political, economic and environmental climate.
- To enhance the pool of executive leaders available to the Cooperative Extension System.
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The National Extension Leadership Development Program is jointly sponsored through the W. K. Kellogg Foundation and the National Cooperative Extension System.

University of Wisconsin–Extension provides equal opportunities in employment and programming, including Title IX requirements. Reasonable accommodations will be made to ensure equal access to educational programs for persons with disabilities.

See insert page for participant reflections on the "Valuing the Physically Challenged" workshop.

***Reflections**, continued from page 1*

Americans expect their universities to help them live in the changing world—to help them deal with the global issues that are becoming more and more relevant to their lives. The public (taxpayers) fund their universities to serve society— through research, through resident instruction to prepare people for professions and civic responsibilities, and through public service. If universities are to retain the support of the public, as well as remain relevant to their other two missions, a strong commitment to the public service role is essential.

A Provost wrote:

I consider the outreach role as central to the university's total mission. More importantly, as I look at public universities and their future role and mission, it is clear that outreach will take on ever increasing importance. It is the most underdeveloped (and most undervalued) aspect of our work.

Several other writers spoke of the need for revitalized outreach efforts as being key to long-term future economic growth, "...to generate new jobs, improve revenue streams and restore consumer confidence." And, the "...very real political payoffs that follow from satisfied citizens..." was another incentive mentioned as a reason to intensify outreach efforts.

*please turn to **Reflections**, page 3*

***Paul Baker**, NELD Intern/Associate Specialist, University of Arizona*

Eunice Bonsi, *NELD Intern/Assistant Professor, Tuskegee University, CES*

Reflections, *continued from page 2*

Barriers to redirecting outreach included the faculty reward system, the lack of cross-disciplinary collaboration, and a structure that emphasized disciplines over problems, issues or needs. The need to build expanded partnerships and reduce boundaries and borders was a central theme throughout the Forum.

The changes suggested included those that would overcome the barriers mentioned above, plus statements by several writers of a need for less separation among the residential teaching, outreach and research functions.

Students themselves are demanding more opportunities for service as part of their learning experience. This can occur as an extra or if we are truly interested, I believe we can incorporate service learning into the curricula experience of our students.

And a university president wrote:

"Among the most important modifications we must make to our institution is the change which would move students from being passive and isolated learners to active and collaborative learners, connected broadly to others—faculty and other students, of course, but even more importantly to the larger community. This agenda would change the basic paradigm of our institution, sharply limiting the reliance upon both classes and courses and enhancing the opportunities for students to serve as the modern equivalent of apprentices to faculty members practicing their professions, both supported by the full utilization of modern communication and research technology. That model would shift prime responsibility for the learning process from faculty member to student, raise expectations for all and require far better strategies for assessing whether students met standards of performance than are currently employed."

please turn to ***Reflections****, page 4*

Jens (J. C.) Shaver*, NELD Intern/Regional Director, University Extension, University of Missouri*

Robert Gilliland*, Vice President for Extension and Continuing Education,* ***Philip Rasmussen****, NELD Intern/Department Head, Agricultural Systems Technology and Education Department,* ***Rex Tueller****, Dean of Continuing Education, and* ***Byron Burnham****, NELD Intern/Extension Evaluation Specialist, all of Utah State University*

Linda Nierman*, NELD Intern/Specialist, Community & Economic Development, Michigan State University, CES*

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***Mary Kaye Merwin**, NELD Intern/Associate Director, CES, Cornell University, and **Hoover Carden**, Administrator, Prairie View A & M University*

***Reflections**, continued from page 3*

One of the presidents ended with a challenge. "One thing is for certain, the new model [for our public universities] will have far less bureaucracy than now exists, and we will have to develop much better ways to measure the value of services we deliver....I believe we have two or three years within the University to make changes, or we will see others dictating change."

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Presidents' Forum Presenters

Dan Moore, "National Extension Leadership Development Program"
Jerold Apps, "Universities Challenged to Reinvent Themselves"
Charles McDowell, "Washington: What Now?"
William Schreyer, "An Industry Perspective"
Thomas Payzant, "A Public School Perspective"
Howard Lavine, "A Mayor's Perspective"
William Kolberg, "Needs and Priorities"
Dorothy Shields, "Organized Labor-Supported Experiments"
Manuel Pacheco, "University Experience"
Roger Bulger, "Needs and Priorities"
Paul Hardin, "A University Perspective"
Molly McCauley, "Lessons from Industry"
Dolores Spikes, "Issues and Priorities"
Ross Whaley, "University Programs"
Craig McClelland, "An Industry Example"
Panel discussion: **Carol Cartwright**, Chair; **Patrick Borich**; **Edward Fort**; **Hunter R. Rawlings, III**
Norman Brown, "A Foundation Perspective"
Peter Magrath, "A NASULGC View." ❖

***Thomas Johnson**, NELD Intern/Professor and Extension Specialist, Virginia Polytechnic Institute and State University*

To order audio tape proceedings and written transcripts of the NELD Presidents' Invitational Forum, contact Melissa Rowlands at the NELD office at (608) 265-3125 or via fax at (608) 262-8404.

Reading List

Intern-Recommended Reading

*The following article was submitted for inclusion in the NELD Newsletter by **Faye Richardson**, NELD Intern from Pennsylvania, and reprinted with permission: LifeLine: Promoting the Health of Penn State Faculty and Staff (Winter, 1993) Vol. 3, No. 4.*

Wanted: Optimal Spiritual Health

Many of us are involved in the pursuit of better health through exercising, eating right, watching our cholesterol and blood pressure, having recommended health exams, wearing our seat belts, and so on. But optimal wellness involves more than just physical and even more than social and emotional health. To achieve optimal wellness, we need to also include spiritual health in the process.

Spirituality is a complex, often misunderstood concept. The results of spiritual wellness are much less tangible and more difficult to explain than those of other areas of our health. In reality, many of us already engage in practices that nourish our spirituality without even realizing that they are part of wellness....

Spirituality is not the same as being religious. It is a process of learning about oneself, whereas religion involves sharing that process with others in an organized way, usually through a specific dogma or set of guidelines. Thinking about the following questions may help you better understand the various areas of your own spirituality.

- Do I know, like and accept myself?
- Do I feel capable of achieving my goals and taking care of myself?

- Am I able to tolerate and accept other peoples' opinions, beliefs and values? Do I have a forgiving attitude towards those whose behaviors differ from my own ideals? Do I feel a sense of connectedness with my community and the environment?
- What is important to me? Are my standards and ideals based on values such as honesty, freedom and love? Am I able to resolve changes or challenges to my personal values system?
- What gives meaning to my life? Do I set long and short-term goals to help me achieve my aim in life? What contributions would I like to make to humanity and the world? Do my values reflect my life goals and vice versa?

Just as we need a training program to maintain physical well-being, the human spirit also needs a training program... [Following are] some activities that may help to enhance or maintain the spiritual dimension of health as we seek to achieve a balanced life of optimal wellness:

- Keep a journal of your feelings, thoughts and beliefs to help you better know and understand yourself. Reflect in writing on the questions that appear in this article.
- Learn to meditate and use imagery and deep breathing to promote a sense of inner peace.
- Read and learn about the lives of people who have been recognized for their contributions to humanity.
- Attend a personal awareness workshop, life goal planning seminar or spiritual renewal retreat.
- Volunteer your time, skills or energy to enhance the lives of others or to improve your community.

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Following are some references for a spiritual quest and on journal writing:

Jerry Apps, *Study Skills for today's college student*

Christina Baldwin, *Life's companion, Journal writing as a spiritual quest*

Natalie Goldberg, *Writing down the bones*

Thich Naht Hanh, *The miracle of mindfulness: A manual on meditation*

Maria Harris, *Dance of the spirit: The seven steps of women's spirituality*

Elaine Hughes, *Writing from the inner self*

Thomas Moore, *Care of the soul*

Scott Peck, *A world of waiting to be born: Rediscovering Civility*

Ira Progdoff, *At a journal workshop*

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Juan Moreno, NELD Intern from Minnesota, has also sent a "tortilla for the mind" to share with us from *A Passion for Excellence*. It is Tom Peters' and Nancy Austin's answer to the question, "Do you have a leader in your company?" A leader, contrasted with a non-leader, is described variously as the one "who carries water for people," "who weeds the garden," "who sees mistakes as learning opportunities," and "who cheerleads."

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Dale Mutch, NELD Intern from Michigan, has discovered *If it ain't broke...Break it! And other unconventional wisdom for a changing business world*. The authors, Robert J. Kriegel and Louis Patler, wrote of their collaborative writing being an example of "break-it thinking." "Progress was only possible when we were able to let go of our attachments to 'mine' and to allow our talents to cooperate creatively....The final product resulted from our combined commitment, communication, and cooperation."

Dale wrote, "I especially enjoyed Dr. Kriegel's chapter titled, Dreams are goals with wings. In this chapter he writes, "the truth is, we don't know what is realistic or unrealistic, or what someone is capable of if they are passionate about fulfilling their dream."

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Scott Reed, NELD Intern from Oregon, "clipped" the following from *The Fact Finder*, an electronic CIT Extension newsletter published in Jamestown, New York. Their February issue featured ten ways to spot an innovator, a person who:

- Looks for new opportunities everywhere.
- Challenges preconceived beliefs, biases, and assumptions.
- Spots trends before everyone else does.
- Redefines their goals continually.
- Develops and tries ideas of their own and watches for concepts they can borrow and apply from other fields.
- Relies on intuition to assess risks, reads people, and deals with complex decisions.
- Thinks long-term and persists when others decide to quit.
- Finds a way to do things when the odds are against them.
- Seeks both positive and negative feedback from employees, colleagues, and clients.
- Thrives on networking and building teams to carry out projects.

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Sue Sadowske, NELD Intern from Wisconsin strongly recommends Sally Helgesen's book, *The Female Advantage: Women's Ways of Leadership*. Doubleday, New York, published it in 1990.

Reflections from the "Valuing the Physically Challenged" Workshop, April 26-29, 1993

Ten Steps to Success

1. Don't let rejection get the best of you.
2. Don't imagine the worst.
3. Be kind to yourself.
4. Be patient.
5. Praise yourself.
6. Seek out support groups.
7. Be realistic about your abilities.
8. Think positively.
9. Learn from rejection.
10. Be determined.

People with disabilities face challenges all the time. The challenges the NELD group faced and met so successfully over these three days were supposed to be educational, but evolved to be much more. As a person with a disability, I'm so proud to have had the opportunity to be a part of this very worthwhile experience.

—Gerald Albertson, Independent Living Specialist, NELD Mentor

Before coming to the workshop several people said, "Sounds like fun!" My response was, "Exciting, powerful and overwhelming maybe, but not fun." It was fun! And that is O.K...

I suspect other participants may have had similar fears as we used humor and fun to get ourselves through awkward situations. Maybe humor and fun were used as defense mechanisms. But that too is O.K. We can experience something at one time and process it later at a safer time.

—Melissa Rowlands, NELD Staff

Insight: The Sixth Sense

Oh what a marvelous sense to have. However, sometimes our sight gets in our way of insight—we find ourselves focusing on the superficial; the imperfections; the flare. Our brief interlude without sight has broadened our insight—an experience with depth, perfection and trust. Now to harmoniously blend the gift of sight with the much more powerful sense—insight.

—Nancy Hicks, NELD Intern

The Search

How do we learn to search for where people are coming from without judging their motives? To learn others' needs without infringing on their right to privacy? How do we learn to explore expectations and hopes without laying on reality? How do we recognize differences and not expect conformity? How do we help each other take pride in whoever we are? By asking? Sharing? Giving of our selves? All of the above? By taking risks—knowing that we grow by broadening our sphere and hopefully our horizons?

It should not be expected that the search will come easily or with quick simple answers. For it is with the process of the search that many gains will be made. "It will always be too soon to quit."

—Nancy Hicks, NELD Intern

Yesterday Jerry [Albertson] had us sing "Oh What A Beautiful Morning." Today I think I want to sing "We Shall Overcome" because that is what has been most important to me from this experience. People are amazingly resilient. Ron said that and I think he is right. Dale said "People heal, things get better—it may take a while but it does get better." It's something I've always believed about other people, but not about me. I'd always thought that if I became disabled, I wouldn't be able to handle it. I thought it would destroy me and that I would not be able to "overcome." I thought that I am not that strong of a person. I also thought it was a good thing that

*please turn to **Physically Challenged**, reverse side of insert*

I'd always thought that if I became disabled, I wouldn't be able to handle it. I thought it would destroy me and that I would not be able to "overcome."

NELD Staff:
Jerold W. Apps
National Coordinator
Judith Adrian
Outreach Specialist
Margaret Eldredge
Design/Production
Craig Harris
Budget Director
Tim Neuman
NELD Evaluator
Boyd Rossing
NELD Evaluator
Melissa Rowlands
Program Assistant

disabling accidents or illnesses only happened to people who are strong emotionally and mentally. Now I realize that this is not just a nice coincidence. Everyone is strong—even me. Everyone who wants to survive does what they have to do to survive and then goes on with their life and I would do the same. My priorities would change, my perspective would change, my ways of doing things would change but I would still be me—a person that likes to be busy, like Peg; a person who is very emotional, like Dale; a person who likes to laugh, like Jerry; a person who likes to be well prepared, like George; a person who is very proud and sometimes stubborn, like Greg; and a person who derives great satisfaction from doing a job well, like Ron. I have a lot in common with the people I met this week. I realize we all have something else in common. We are all strong people—even me. I can say that now. We are people who decide what we want to do and do it and that is what inner strength means to me.

—Gretchen Mutch, Conference Coordinator

Let us see each other as people.

The last few days are in many respects like the canoe trips that the "Ole Man's Outing Club" has taken to the Okefenokee Swamp. First it was intimidating so we chose to go with friends for a short period of time. We found that we had fun and learned some things. Now, we go regularly and each time it is different weather, season, water level and wildlife. Even the preconceptions are much different than the experiences.

So it is with the physically challenged. Each is different; Each was fun and taught us something; the preconceptions were just that. Now I need to include the physically challenged as my regular contacts.

—Larry Hudson, NELD Intern

As a physically challenged person, I would ask:
Let us teach as well as learn.
Let us, together, redefine "normal."
Let us aspire toward sensitive interdependence.
Let us share the risks/opportunities.
Let us see each other as people.

—Judy Adrian, NELD Staff

Tips for accommodating handicappers

1. Do not presume. Usually, if you think a handicapper needs help, ask first. Then assist as requested, not as you wish.
2. Avoid petting a guide dog that is in a harness. Petting interferes with concentration and discipline. Only 2% of those who are or become blind use guide dogs.
3. Speak directly to a handicapper rather than to someone accompanying them. Avoid phrases such as "Would she like..." or "Does he want..."

—Michigan State University, Handicapper Operations & Services

Let us, together, redefine "normal."

I would be interested in receiving more information on the "Valuing the Physically Challenged" workshops in Kalmazoo, Michigan on:

July 26–29, 1993 September 8–11, 1993

Please clip this form and return it with your business card to:

Dale Mutch
District Agent
Room 302, 201 West Kalamazoo Avenue
Kalamazoo, Michigan 49007
616/384-8062
FAX: 616/384-8035

Physically Challenged, *continued from insert page*

"Turn People Inside Out"

I've met a lot of great new friends
who inside are just like me.
But when I first gave them a glance,
it's their outsides I could see.

They have some special challenges
which are different than I face.
The fact that they cannot hide theirs;
makes us both feel out of place.

There's one of my new found friends
I've really got to know.
The more I see his insides,
the less his outsides show.

This causes me to struggle
and wonder, "Does this have to be?"
"Do we have to see the outside,
before the inside we can see?"

To first look at the outside
wastes a lot of time you know.
The insides what's important.
The inside we should show.

To move the inside to the outside
is the challenge we must face.
Our society's outside dominant.
Our outsides control the place.

For a friend we'll put time and effort
a friendship to explore.
But a stranger, we just look away,
stare down, or just ignore.

I just realized the answer
that's what life is all about.
All we really need to do is
turn people inside-out.

Hooray! Hooray! I'll go right home
and quickly spread the news.
On Monday morning we'll begin,
but then what will we use?

It could get kind of messy.
I'm not sure we would survive
if our innards were our outards,
would we still be alive?

It's back to education.
That's the only way to go.
To educate society
will let our insides show.

I wish you luck as you go home,
this is no easy task.
To look upon one's insides first,
is quite a lot to ask.

But practice makes perfection
and it can start with you.
If you look at people's insides first,
then that's what I'll do, too!

—Kevin Kesler, NELD Intern

National Extension Leadership Development Program

National Coordinator's Office
432 North Lake Street, Room 537
Madison, Wisconsin 53706-1498

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NELD UPDATE

Vol. 2, No. 3 UWEX UNIVERSITY OF WISCONSIN-EXTENSION Fall 1993

Fort Berthold Reservation and Missouri River Village Sites, North Dakota

Peter Bloome, Intern, Class III

The seminar consisted of two major parts: a home stay with families on the Fort Berthold Reservation and a canoe trip down the Missouri River below the Garrison Dam with stops at historic Indian village sites.

On the reservation, each intern was housed with a host family. Abdulcadir Sido and I were hosted by Quentin and Belinda Beston. Quentin is a police officer with the Bureau of Indian Affairs (BIA) and Belinda is employed by the Three Affiliated Tribes in the Circle of Life alcohol treatment program. Belinda had prepared copies of written materials for us as an introduction to the contemporary challenges of reservation life. Quentin drove Sido and me on a tour of the western side of the reservation. We were taken by the beauty of the rolling hills of range country and the rugged Badlands area.

A Brief History of the Three Affiliated Tribes

The Mandan, Hidatsa, and Arikara tribes have long and separate histories in the area. The Mandan occupied the Missouri River Valley about 900 A.D. Five hundred years later, about 1400, the Arikara began moving into the area from what is now south central Nebraska, western Iowa, and Kansas: north of the Arkansas River drainage. The first band of the Hidatsa arrived from the northeast about 1550, though some scholars place the date at least two centuries

please turn to ***Fort Berthold****, page 2*

We squirted people with water guns.

Lauren Yarrow's Diary, Greg Yarrow's daughter, NELD Class III Intern

June 25, 9:15

This is it! I'm in an airplane right now! It's *so* neat, I *love* it!

June 26, 5:08

Today was my 1st day on the river! It was great I got to paddle and I also met real Indian girls. One was 12 and her name was Allison, the other was 9 and her name was Stacie. (I also learned that Stacie takes gymnastics.)

There were *14* canoes on the river! We tied our canoe up with two other canoes (with rope) and ours was in the middle so we did not have to paddle.

June 27, 5:19

Today was my second day on the river the little Indian girl named Stacie rode in our canoe. She was real nice! We found rocks in the river that were real pretty, I kept some of them. We squirted people with water guns.

Tonight we went to a place where they used to (the Indians) trap eagles and Gerard (an Indian) told us a story about it and how they do it (trap eagles).

please turn to ***Lauren Yarrow****, page 5*

Calendar

Class III Intern Seminars:

El Paso, Mexico City, Puebla, Veracruz
October 4-14, 1993

NELD Assembly: *New Orleans, Louisiana*
November 8-10, 1993

NELD national advisory commitee meeting New Orleans, LA
November 5-6, 1993

NELD transition to Ohio State University
November 30, 1993

NELD Staff:

Jerold W. Apps
National Coordinator

Boyd Rossing
NELD Evaluator

Tim Neuman
NELD Evaluator

Melissa Meyer
Program Assistant

Judith Adrian
Program Associate

Craig Harris
Budget Director

James Renguette
Design/Production

Fort Berthold, *continued from page 1*

earlier. Additional Hidatsa bands moved into the area during the period from 1600 to 1650. The Crow tribe separated from the Hidatsa and moved west around 1650. By 1700, the three tribes controlled the Missouri River Valley and adjacent hunting territories from the Big Bend of the river in South Dakota to the mouth of the Yellowstone.

1781 was the year of the first major smallpox epidemic among the three tribes. The second and most devastating smallpox epidemic struck the tribes in 1837. Loss of life reached 80% in some villages. The tribes were so devastated that the Mandan and Hidatsa joined forces in building Like-a-Fishhook Village in 1845 in response to continued pressure from the Sioux to the south. They were joined by the Arikara in 1862, the year of the Morrill Act, the Homestead Act, and the Pacific Railway Act. The three tribes lived at the Like-a-Fishhook site until 1885 when they were forced to abandon the site and make their final move onto the Fort Berthold Reservation. The people dispersed and settled; Arikara in the eastern segment of the reservation, Mandan to the south and west of the Missouri River, and Hidatsa primarily in the Elbowoods area.

The Fort Laramie Treaty of 1851 guaranteed safe travel for settlers along the Oregon Trail which had been in use for a decade and defined the three tribes territorial claims for a total of 12.6 million acres. This area was reduced by executive order in 1870 to 7.8 million acres. Another executive order in 1880 ceded most of the reservation and added some land north of the earlier reservation for a total of 1.2 million acres. The reservation was further reduced by congressional act in 1886 which provided for the allotment of lands and entitled Fort Berthold Indians the same rights as U.S. citizens. The final area of the reservation became less than 1 million acres - less than 10% of its size 35 years earlier.

As early as 1931, investigations were conducted into the feasibility of a major dam just below the reservation. The Three Tribes drew up a constitution, by-laws, and business charter and elected a Tribal Council in 1934. In 1943, the Tribal Council passed a resolution strongly opposing any dam below the reservation. The Flood Control Act of 1944 provide for the construction of the Garrison Dam which flooded 150,000 acres within the reservation boundaries and required the relocation of 96% of the reservation population. New communities were established and the relocation accomplished between 1951 and 1954. A total of $12.6 million were allocated in payment for land taken as a result of the dam, for "land readjustment," and for breach of U.S. treaties as a result of the dam. These payments were dispersed on a per capita basis. A second payment of $140 million is scheduled for 1997. The Council has determined that the principal will be maintained with earnings used to fund tribal projects.

Loss of Culture

Much of the traditional culture of the Three Tribes was destroyed by the smallpox epidemics. When they were forced onto the reservation, they brought as much of their culture as possible with them as they settled the fertile bottomlands along the Missouri in a self-supporting agricultural economy.

The second major blow to traditional culture was the Garrison Dam, which flooded the bottomlands, destroyed the agricultural economy, resettled the people in villages separated from the land for the first time in their history, and divided the larger community by an artificial barrier with-

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Natl. Extension Leadership Development Program
537 Extension Building, 432 North Lake St
Madison, WI 53706-1498
Telephone: 608.262.8402/8403
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out bridges. A quick look at a North Dakota map verifies the distances involved in traveling from one part of the reservation to another. Officer Beston typically drives 250 miles during an 8 hour shift. He logged 300,000 miles in his unairconditioned police car before the BIA was able to replace it this year.

The third, and perhaps the most devastating blow to the traditional culture of the Three Tribes was the coming of the missionaries. Indian children were sent to missionary boarding schools—many to a Catholic school in South Dakota—where they were abused in efforts to erase their native culture. Children were beaten, their heads were shaved and they were given severe work details as punishment for any word spoken in their native tongue. Traditional clothes and any vestige of their culture were forbidden.

These experiences as children continue to trouble many of the adults with whom we talked. Bitterness and identity crises are understandable given the first-hand stories we heard.

The Home Stays

Living with host families provided insights into the contemporary challenges of life on the reservation. Unemployment is 3 to 4 times higher, per capita income is 1/2 to 1/3, and the percentage of individuals living in poverty is 3 to 4 times that of the surrounding white population. Death rates due to diabetes, alcoholism and liver disease are 10 to 20 times that of the U.S. population. Average age at death is 49 for Indian males and 57 for Indian females—more than 15 years earlier than for whites.

The NELD interns and staff enjoyed a group dinner with all host families before departing the reservation. Each intern introduced their host family and told of their activities with the family during the previous two days. Each host family was given the opportunity to relate what the visit had meant to them and to ask any questions that occurred to them. It was a warm and generous gathering punctuated with roast buffalo (cooked in a pit) and dancing. Local youth demonstrated several dance styles and invited us to join them in some of the easier steps.

Quentin and Belinda love the land of the reservation. They took Sido and me to an overview and a twilight drive across the reservation on our last night. The open beauty was easy to appreciate. I would love to join Quentin on a deer hunt.

Canoeing the Missouri

Our canoeing party assembled below the dam at noon on Saturday, June 26. NELD interns were invited to bring companions on this part of the

seminar experience. Mary Lou and our youngest daughter, Cathy, joined me at this point.

Our party of 24 canoes traveled about 12 miles on the first day. The camp ground was located about 1/2 mile up the Knife River near the town of Stanton. Upon our arrival, tents sprang up like mushrooms. Following dinner, Gerard Baker, our Indian culture and history guide, led us to the Knife River Indian Village National Historic Site.

Awatixa Village

As we stood among the earthlodge depressions at the Awatixa Village (Sakakawea Site), Gerard Baker described the cultures of the three nearby sites during the 11,000 years of human

activity in the area. He also told of his involvement as an employee during archeological investigations of the sites in the late 70's and early 80's. Gerard found himself in disagreement with the archeologist in charge during those years. At 6'5" and nearly 300 pounds with flowing braids, Gerard's thoughts were probably taken seriously.

Fort Mandan

The second day of canoeing covered 25 miles to a reconstruction of Lewis and Clark's Fort Mandan. We were greeted by swarms of mosquitos. Following dinner Gerard led the group to an effigy site. The effigy appeared to be of a two headed snake set on a hilltop.

Another hike brought us to the top of a hill above the river bottom where we could see the site of the original Fort Mandan and watch the setting sun. Gerard told us the story of the Black Bears and how they gave the Mandan the ceremonies used in eagle trapping. As he spoke he pointed out the features of the eagle trapping pit before us. There appeared to be deer everywhere during our drive back to the compound.

Cross Ranch

A strong headwind (30-40 mph) greeted our third day of canoeing. The 12 miles were hard going. These hours of difficult paddling seemed to drain the energy of the group. At Cross Ranch we were told of a thunderstorm that was predicted for the night and we secured our tents.

please turn to ***Fort Berthold****, page 4*

***Fort Berthold**, continued from page 1*

Gerard led a volunteer group to a buffalo kill site. We looked for artifacts and I found a flint, two smoothing stones and an old bone. We dug Indian Turnips and Black Sampson. The root of Black Sampson was used to ease toothache and to assist dentistry. The small piece I chewed did seem to deaden my mouth.

For 10,000 years buffalo had been killed at the site by running them into a steep ravine and dispatching them with spears as they milled in the close quarters. Ancient bones were being exposed as a small gully eroded in the ravine. I found myself imagining what it was like to participate in a kill—I squat behind a small rise on the side of the ravine and clutch the shaft of my flint-tipped spear as I watch the herd draw nearer. As they approach, men and women spring up in rows, waving blankets to keep the herd moving toward the ravine. The herd turns to the left only to meet another row of waving blankets. They turn again and gallup into the ravine. How big they are! Will I have the courage? With racing hearts we charge down the hill to the confused and milling animals to compete our work. I imagine the satisfaction later as we eat buffalo tongue and liver.

Jerry Apps encouraged us to enjoy every moment of the thunderstorm. It began at 2:00am with a spectacular electrical display and booming thunder. One strike was very near. Then the driving rain began. Our tent remained dry and we felt secure in our warm, dry sleeping bags. It was an enjoyable experience.

Others did not enjoy the storm. One tent blew down. Several leaked and sleeping bags became wet. It was a tired and wet group that assembled for breakfast. Jerry informed us that a second, perhaps more violent, storm was predicted for the afternoon. He announced that we were quitting the river and moving to the Holiday Inn in Bismarck. We would make site visits by car instead of canoe.

A Final Day of Canoeing

I did not want to give up canoeing. Peder Stenslie, our guide on the river, assured me of his willingness to continue. I began to determine how many wished to continue canoeing, at least to a boat landing 10 miles downstream where the situation could be reassessed. Camp was quickly broken and lunches packed. Cathy and I, joined by 14 others, pushed off in 8 canoes. The canoeing was the most pleasant of the entire trip. The group remained in close contact and concentrated on maintaining a fast pace.

At 2:00 pm we saw distant lightning ahead and Peder ordered us off the river. A chase vehicle with canoe trailer found us and we faced the decision of whether to load the canoes or continue to Double Ditch Village, which was only 2 1/2 miles further. The majority wanted to continue. We decided to wait until 3:00 to see what the weather would bring. By then it was obvious that the storm had turned to steady rain with little or no lightning. We reentered the river in full rain gear.

The rain stung our faces as we pulled into the wind toward Double Ditch. We could see our destination—a bluff set off against the dark sky. As we approached from a mile off, vehicles began appearing on the bluff. Our entire party was just arriving from Cross Ranch in their move to Bismarck. They flashed their lights and sounded horns when they saw us pulling hard toward them. They cheered and came down the slippery bank to help us carry our canoes. This greeting and a hug from Cathy made for a special moment.

Bismarck

We presented a sight upon arrival at the Holiday Inn in Bismarck. Wet and muddy, we were a contrast to the wedding party that assembled at the same time.

Group Discussion

The seminar ended with a group discussion. We were invited to tell our own stories about the experience. The home stays on the reservation were very

positive, yet sobering. We talked of the factors that had all but destroyed the native culture, the desperate challenges of reservation life in the present and the brave efforts to revive cultural interest as a means of restoring personal pride and identity. We talked of our gratitude to our host families and our hope to continue contact with them.

Concluding Thoughts

Jerry identified the river as an excellent metaphor for life. You cannot pretend on the river; you can only be yourself. If you do not know the river and cannot read its currents, you find yourself taking channels that are blocked by sandbars. Headwinds make the going difficult at times. Storms occur along the way. You cannot go back to calmer water, but only move on to the uncertainties around the next bend. The

*please turn to **Fort Berthold**, page 5*

Fort Berthold, *continued from page 4*

very hard paddling and the thunderstorm served me as metaphors for CES Revitalization. These experiences sapped our strength and our spirits. I believe that our individual spirits and those of our organization need nurturing at this time.

Acknowledgements

My thanks to Belinda and Quentin for their warmth and openness. The NELD staff—Jerry, Judy, Boyd, Tim, Melissa—and Class II interns Everette and Glenn, dedicated themselves to serving our needs before and during the seminar. Gerard Baker, Paige and Joan Baker, and their four children added immeasurably to the experience. Paige risked much and gave much in arranging the home visits and canoe trip. Fellow intern Phil Rasmussen both provided and staffed the mobil radio base that provided our security during canoeing. None of the above would have been possible without the dedicated service of these people. ❖

Lauren Yarrow, *continued from page 1*

June 28, 3:53

I'm sitted on a bench right now, watching the Missouri River and the sandbars and bullrush around it.

At 4:00 I went to see a buffalo kill sight. (Where they kill buffalo, or where they used to.) I saw a lot of buffalo bones and took some pictures, it was neat! Just a little while ago we sat by the camp fire and Gerard (the Indian) told Indian stories...

June 29, 11:06

Today we had a *big* change in plans. It stormed *very hard* last night and lightning hit *2 tall trees,* (that we got pictures of). And it was going to storm all today and the next day. And Wednesday we were supposed to finish the canoe trip. (In a storm!) So the other folks decided that whoever wanted to finish the rest of the 45 mile trip could and end up at the Holiday Inn (in Bismarck) in two hours. (Remember, in a storm) And whoever wanted to go straight to the Holiday Inn could. I wanted to canoe the rest of the way like an adventurer, but Dad said, "No". *So,* we went to the Holiday Inn with some

other people. And the people who canoed, made it back *dirty,* but fine. So I'm sitting in one of the beds writing.

June 30, 10:14

Today we said goodbye to everyone in NELD. It was sad saying goodbye to Stacie and Allison, I wanted to cry! But I got Stacie, Allison, and Ryans' addresses so I can write them! ...I can't believe I almost cried when me and Stacie hugged and said Goodbye! I must have *really* liked her...

I think the canoe trip was a good experience for me. I got to meet the people Dad had been talking about for months! And they were a *great* group of people, they were very bright, funny, nice, friendly and *almost all* the time happy, and *every one of them* liked kids!

I met a lady from Columbia named Carmen and she was very sweet and she spoke with a Spanish accent....(Joanne) said she wanted me to write a *whole paragraph* (in my journal) just about her!

(Also Dad says I do very good keeping up with my journal writing. He has not written in his in a month, before I even started mine! His excuse is his journal has flowers on it. (He was just kidding, but even so, I said he could buy one with a different design on it!)

July 4, 5:05

This morning Mom woke me up. Because she wanted to hear all about my trip! I told her about a lot of it. (But not all of it.) And it took me *1 hour* for Dad and I to tell her about it! ❖

Reading List

Suggested Readings:

Miller-Tiedeman, Anna. (1989). How not to make it.. and succeed: Life on your own terms. Vista, CA: Lifecareer Foundation.

Moore, Thomas. (1992). Care of the Soul: A guide for Cultivating Depth and Sacredness in Everyday Life. New York: Harper Collins.

O'Neil, John R. (1993). The paradox of success: When winning at work means losing at life: A book of renewal for leaders. New York: Jeremy P. Tarcher.

Palmer, Parker J. (1966). To know as we are known; A spirituality of education. San Francisco: Harper and Row.

Theobold, Robert. (1992). Turning the century: Personal and organizational strategies for your changed world. Indianapolis: Knowledge Systems, Inc.

Weisbord, Marvin R. (1992). Discovering common ground: How future search conferences bring people together to achieve breakthrough innovation, empowerment, shared vision, and collaborative action. San Francisco: Berrett-Koehler.

Wilson-Schaef, Anne and Fassel, Diane. (1988). The addictive organization: Why we overwork, cover up, pick up the pieces, please the boss and perpetuate sick organizations. San Francisco: Harper.

Thanks to Sue Sadowske, NELD Intern, for these suggested readings.❖

The Ohio State University Extension NELD "Team"

The Ohio State University "core team" will take over leadership of NELD on December 1, 1993. –Editor

Four Extension professionals will serve as the core team and provide central leadership for the NELD program. This core team represents a wide range of expertise, experiences, and backgrounds, not only representing the content of Next Age Leadership but modeling the concepts as well. By combining their individual strengths into a synergized core team, Ohio State University Extension believes it can best fulfill the requirements of the program coordinator position.

The core team consists of: Dr. Jo M. Jones, Acting Associate Director and Associate Professor, Agricultural Education; Dr. R. Dale Safrit, Extension Specialist, Volunteerism and Assistant Professor, Agricultural Education; Gail Gunderson, Organizational Development; and Dr. Garee W. Earnest, Extension Associate, Leadership Development. Biographical sketches of these team members will provide insight into their contributions to the team. In addition, you are invited to view a ten minute video in which each core team member provides a brief introduction to their professional backgrounds and personal leadership philosophies. (Please telephone 614-292-6182 to receive a loan copy of the video). Even though this is a team approach, each team member will provide specific leadership for various segments of the NELD program. These responsibilities have been divided as follows:

- Administrative Liaison — Jo Jones
- Curriculum — Dale Safrit
- Career and Leadership Development Counseling — Gail Gunderson
- Administering/Interpreting Leadership Assessments and daily operations — Garee Earnest

Biographical Sketches of Core Team

Dr. Jo Jones is the Acting Associate Director for Ohio State University Extension and an Associate Professor in the Agricultural Education Department. During Jo's 20 years, she has been a county Extension agent, a district Home Economics Specialist, Associate State Leader for Home Economics, and State Leader for Personnel Development. She currently teaches a graduate level course on Administrative Leadership and has taught three graduate level courses at the Minnesota Extension Summer School. She serves as advisor to both master's and doctoral students as part of her 30% appointment with the Agricultural Education Department. Her doctorate is from North Carolina State University in the Department of Adult and Community College Education with critical thinking being her research focus. Her undergraduate and master's degrees are in home economics education from The Ohio State University.

Jo is currently enjoying being a NELD intern where she has had the opportunity to develop her leadership philosophy. This philosophy is reflected in her abilities to motivate people to their highest potential, endeavors to challenge people's thinking, commitment to situational leadership, and willingness to take risks. As Jo has moved into an administrative position she has a goal of effectively blending teaching, research and Extension Administration into one position. Regardless of Jo's position within Extension she will continue to strive for excellence. Her motto is that excellence can be attained if you...CARE more than others think is wise...RISK more than others think is safe...DREAM more than others think is practical...and EXPECT more than others think is possible.

Dr. Dale Safrit contributes creativity, a thorough background in personal and volunteer leadership, and over ten years of Extension experience in two states to our team. A native of North Carolina, Dale has been a county Extension agent, a state Extension specialist, Associate State 4-H Leader and is currently an Assistant Professor of Agricultural Education and Extension Specialist, Volunteerism. He completed his doctorate in Adult and Community College Education at North Carolina State University. He has extensive experience in both formal and non-formal program development, for both youth and adult audiences, and conducts programmatic research in the area of strategic planning in voluntary organizations. Dale teaches undergraduate and graduate courses in leadership development and contemporary issues in Extension. He serves as advisor to both master's and doctoral students as part of his 25% appointment with the Agricultural Education Department.

Dale's personal leadership philosophy advocates entrepreneurship in educational programming, equates effective teaching with enjoyable learning, emphasizes creative leadership in us all, and prioritizes modeling leadership through words and action. He firmly believes that Extension is both a process and a product.

Gail Gunderson has worked for the Extension Service for 20 years. She was a county extension agent for home economics and 4-H programs for 12 years and coordinator for personnel, staff and organizational development on the administrative team for five years with the North Dakota State University Extension Service. In 1990, Gail joined Ohio State University Extension as Leader, Organizational Development. Her major focus is to help groups within the organization prosper through improved decision making, communications and staff relationships. Gail has extensive teaching and consulting experience in organiza-

please turn to **OSU**, *other side*

"A gift from Faye (Richardson) Sandsbury to the canoeing NELDers"

Pennsylvanians have Many Reasons To Celebrate Their Rivers

by Julie Lalo

CELEBRATE THE RIVER. Any river. Use the words of Henry David Thoreau to guide your celebration: "A river is superior to a lake in its liberating influence," the 19th century naturalist wrote in his *Journal*. "It has motion and indefinite length..With its rapid current, it is a slightly fluttering wing. River towns are winged towns."

I really like Thoreau's thought that running water has the same range of motion as the propeller of a bird. I'm able to picture it. Lakes do seem sedentary-there forever. But a river, it can take you anywhere.

Congratulations on your recent marriage, Faye!

I imagine that most of us have done some of our best daydreaming leaning back into the bank along running water. Perhaps, while mentally transforming a floating willow leaf into a canoe, we book miniature passage on the watery journey, stowing away ultimately to a conclusion at the ocean. Along the way, we'll crash through rapids, and touch mammals, birds, fish, towns, shacks, large cities, and abundant fields.

Or maybe you've come for a stonefly hatch (when larvae turn into adult insects). Great numbers are flying up, released from their terrestrial skeletons; trout are feeding wildly. Few of us might consciously call it, but we're witnessing the effects of healthy water; we're seeing a life chain intact ❖

***OSU**, continued from other side*

tional effectiveness, team building, conflict management, career renewal and personal and professional transition. She has provided leadership in regional and national staff development and organizational development efforts. She was a member of the Personnel and Organization Development ECOP committee for several years, worked with a team to initiate the national Organization Development Network and has chaired several regional and national workshops on change, transition and organization effectiveness. Gail serves on the Minnesota Extension Summer School Advisory Board and is a member of the MESS faculty. She received her bachelor's and master's degrees from North Dakota State University in home economics education, family relations, and counseling. Currently a doctoral candidate, her degree will be in agricultural education with an emphasis in Extension education from The Ohio State University.

Gail believes leadership is an ongoing journey, powered by knowledge, insight and renewal experiences. She advocates that leadership requires trust, open communication, collaborative problem solving, a shared vision for the future and value for personal and organizational effectiveness.

Dr. Garee Earnest has worked in Extension for 10 years as a county Extension agent. He received his bachelor's and master's degrees from West Virginia University in agricultural education and a doctorate in agricultural education with an emphasis in Extension administration from The Ohio State University. A certified Myers-Briggs Type Indicator trainer, Garee's doctoral research utilized standardized social science instruments to investigate conflict management and personality styles of Extension administrators. Currently, in the area of Leadership Development, he facilitates the development of community leadership programs, serves as a catalyst in establishing coalitions of leadership-focused organizations, is a member of the Ohio team providing leadership for the Extension Administrative and County Commissioner Assessment Centers and serves as a trained assessor for these centers.

Garee's personal leadership philosophy focuses on honesty, competency, vision, and trust. He believes a leader must know their team members, be enthusiastic and positive, stand up for what they believe in and accept other's differences. Garee firmly believes a leader recognizes his/her strengths and compensates for his/her weaknesses through the use of empowered team members.

Ohio's NELD team will utilize the concepts of mentoring/shadowing, self-directed learning, journaling, team building, critical thinking, experiential learning, networking, and self-assessment to build a multi-faceted, interdependent environment for developing Next Age Leadership. An additional goal of the core team is to develop relationships, provide support and develop educational materials for the class I, II and III interns.

The Ohio NELD team is looking forward to working with everyone associated with Next Age Leadership and would like to leave you with our team credo. As members of the core team we:

Core Team Credo

- unite vision with action;
- value and encourage diversity;
- build high performing teams capturing individuals' strengths;
- model synergy to increase individual and organizational capacity; and
- challenge "what is" in order to achieve "what could be". ❖

The Tao of Pooh,
Benjamin Hoff,
Penguin Books, 1982

"Say, Pooh, why aren't you busy?" I said.

"Because it's a nice day," said Pooh.

"Yes, but ____"

"Why ruin it?" he said.

"But you could be doing something Important," I said.

"I am," said Pooh.

"Oh? Doing what?"

"Listening," he said.

"Listening to what?"

"To the birds. And that squirrel over there."

"What are they saying?" I asked.

"That it's a nice day," said Pooh.

"But you know that already." I said.

"Yes, but it's always good to hear that somebody else thinks so, too," he replied.

(Hoff, p. 101)

Journal Entry July 1, 1993

Jim Lindquist, NELD Intern Class III

"Call it serendipity, call it coincidence, call it destiny (perhaps helped along by Gerard's blessing), but an amazing thing happened on the way home. As I sat down in my seat on the plane in Minneapolis a Native American appearing man sat down beside me. We learned we were both going to be driving once we reached Kansas City. I told him I was going to Manhattan, he said he was heading north of Topeka. We then introduced ourselves. He said I'm George Wahquahboshkuk, Potawatomi Nation Tribal Chairman.

I was dumbfounded. I had been struggling with how I might go about making contact with our reservations and here was the opportunity, the tribal chairman from our largest reservation sitting next to me, assigned by computer to a vacant window seat next to my preferred aisle seat.

He asked about where I had been and I explained the trip to Fort Berthold and the Missouri River. We had a wonderful conversation about my Fort Berthold experiences, the Pottawatomie people, his tribal council responsibilities, Extension, and our families. As we were landing in Kansas City we exchanged addresses and phone numbers and he invited me to come to the reservation so he could show me around and introduce me to others.I will be calling George soon and making that visit." ❖

National Extension Leadership Development Program

National Coordinator's Office
432 North Lake Street, Room 537
Madison, Wisconsin 53706–1498

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